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ABSTRACT

A pilot information retrieval and dissemination unit was established within the South Carolina Department of Education in July, 1970. A major goal was to develop an effective and efficient link between information sources and educators utilizing interpersonal communication linkages. Improvement of state and local educational practices was the main purpose of the effort. This report on the second and final eighteen months of the pilot project is presented in the following format: (1) capsule view of the project for the first eighteen months, (2) activities in the final eighteen months, including expansion of retrieval and dissemination services, facilitation of information utilization in non-target districts and linking non-target districts through the state education agency, (3) statistical report, covering number of requests, document orders, searches performed and cost data, and (4) conclusions and recommendations. Case studies on facilitation of information services and utilization of information packages are appended. [Related documents are ED063943, ED065739 and ED065740.] (KE)

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FINAL REPORT

Project No. 0-0772
Contract No. OEC-070-5050(503)

South Carolina Pilot Program for Information Dissemination

W. E. Ellis, Director
Office of Research

South Carolina Department of Education
Columbia, South Carolina

June 15, 1973

U. S. Department of
Health, Education, and Welfare

Office of Education
National Institute of Education

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FOREWORD

The meaning of dissemination, as I perceive it, relates to responding to requested information in terms of educational need. For the South Carolina Department of Education this response has been made by providing information, relating to the expressed need, from both national and State files. In addition, we have sought to provide the information in a format which is practical and understandable to the requester.

I am proud to relate that an important beginning has been made in testing the viability of retrieval, dissemination, and utilization of research information through the South Carolina Pilot Program for Information Dissemination.

As a result of the Pilot Program, many new programs have been introduced to school districts throughout the State. The Program is demonstrating that bringing the practitioner in contact with educational research does indeed assist the educator to identify and to make rational choices among those alternatives which can reasonably be expected to produce significant gains in education.

This type of dissemination relates to requester needs as perceived by the requester and the Department to foster self-renewal, flexible skills in methods of needs identification, modes of alternatives, and productivity of education.

W. E. Ellis
Project Director

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Chapter One

Capsule View of the Pilot Project for the First Eighteen Months

The U. S. Office of Education (USOE) has been providing leadership in the areas of research, information retrieval systems and information utilization. In response to the need for the development of a system to identify, to store and to retrieve educational documents, USOE developed ERIC (Educational Resources Information Center), a system designed to accelerate and standardize the collection of educational data.

In May, 1970, a proposal was written by the S. C. Department of Education requesting funding from USOE to develop and operate a pilot program for information dissemination. South Carolina, along with two other states, was awarded the grant in July, 1970. With the initiation of this Pilot Project, a new major source of validated research findings became available to the State Department of Education and to the local school districts in South Carolina. The focal point of the Project is the information dissemination center entitled the RESEARCH INFORMATION UNIT.

Initially, two target districts were selected to participate in this pilot program. Although the entire State school system had access to the services, special assistance in the in-depth utilization of information was administered to Charleston County School District and York County School District Three (Rock Hill). Two Field Agents were employed to work in the two districts to aid in this process of information utili-

zation. Both Agents were members of the staff of the Department and were located in offices provided by the school districts.

As a pilot state, South Carolina chose to develop a retrieval center to provide the information and materials to the Field Agents and to the non-target districts. The role of the Field Agents was to facilitate the two-way flow of information between the SEA and LEA and to assist in the utilization of educational research. Rather than singularly becoming "agents of change" in their district, each Agent called upon national, State and local resources to assist the educational personnel in the district to identify and find solutions to their own needs.

The introduction of the Pilot Program into the district was innovative in itself. Keen sensitivity was needed to ascertain attitudes toward change, working patterns of educators and methods of problem identification. The Program was defined as a means through which an Agent assists, encourages and facilitates the needs of educators in innovations and problem-solving activities through the utilization of research information. In defining the Program, the Agent was concerned with (1) the kinds of problems the Program was designed to help solve; (2) the scope of the project in terms of service capability; (3) determining priorities of requests; (4) role limitations of the Field Agent in target district activities; and (5) follow-up procedures regarding utilization of research information.

The Program was designed to provide immediate educational research information on existing and anticipated educational problems in the local school district. The Program served administrators, support personnel

and instructional staff. The district staff was contacted when the Program was introduced into the local school district. It was necessary to totally inform those key personnel of the service in order to gain support from them for Program activities. School administrators were introduced to the Program before contacts in the district via a hierarchial manner and was conducive to a smooth operation of the Program.

In general, the role tended to incorporate assisting educators to define problems and to interpret research information; encouraging educators to use research in the decision-making and planning activities; providing resources to facilitate the planning and innovative process; being cautious not to provide answers but alternatives for the educator; being cautious not to usurp the leadership role from the educators; and maintaining a certain degree of neutrality without attempting to promote his own "cause celebre."

As of December, 1971, the Research Information Unit had received a total of 1,127 requests and had completed information searches for 1,108 requests. Of the remaining requests, eighteen were in process and one pending. Each of the following four areas consitututed approximately one-fourth of the total requests: Charleston, target district; Rock Hill, target district; the non-target districts; and the state education agency. Noteworthy among the non-target districts is their consistent use of the service. For example, Chester County School District, a rather small area, had submitted thirty-eight requests for information. These requests ranged from "the existence of gold mines in Chester County" to "a biography and critique of the poet James Dickey." The request topics, ranging from art to vocational education, were catagorized

under six major headings: (I) Instructional Levels, ranging from Preschool-Kindergarten to Adult Education; (II) Curriculum, containing the primary subject areas; (III) Teaching Techniques, including such areas as "discipline," "homework " and "grouping"; (IV) Student Related Questions, running the gamut from "dropouts" to "student activism " to "unwed mothers"; (V) Administration, including such topics as "accreditation," "racial questions," "school scheduling " and "teacher evaluations"; (VI) Miscellaneous, incorporating topics such as "English School System," "educational radio " and "program evaluation."

The Pilot Program has provided significant assistance to the South Carolina educational decision makers during the first eighteen months. The recognition given to activities promoted and conducted by the Research Information Unit continued to be impressive and challenging. The accolades given to the Unit by top level management in the Department were noteworthy. Response from the districts indicated a growing reliance upon the service to provide an information base for their planning efforts. A complete report for the first eighteen months of the Project can be found in the ERIC Files (ED 063 943).

Dr. Sam D. Sieber, Columbia University, concluded the following remarks in his Evaluation Report of September, 1972:

> It is the judgment of the evaluation team that the Pilot State Program was a highly successful venture -- not because it operated smoothly and effectively from the beginning, but because of the way in which a myriad of problems were resolved so that a model emerged for future extension and retrieval programs. In particular, the program provided unique documentation of a joint SEA - intermediate service - local school relationship which promises to extend the voluminous resources of educational knowledge to the classrooms of America.....Clearly, the Pilot State projects stimulated a widespread demand for new educational knowledge.

The complete evaluation report by Dr. Sieber can be found in the ERIC files (Volume I, ED 065 739; Volume II, ED 065 740).

Chapter Two

Activities in the Final Eighteen Months
of the Project

Today, the field agent concept has expanded: the latest tally shows that five school districts have assigned half or full-time field agents, i.e., Rock Hill, Darlington, Laurens No. 55, Spartanburg No. 7 and Berkeley. (Today the educational profession terms a field agent "Educational Extension Agent.") In addition to these Educational Extension Agents, the up-dated files show a total of seventy district representative designated for local school districts; three representatives serving the South Carolina Department of Youth Services, South Carolina School for the Deaf and Blind and Whitten Village; and two Area Educational Extension Agents serving the Northern and Southern regions of the State. The two Area Educational Extension Agents are housed within the State Department of Education office building and travel to their assigned territories.

Objectives

Inherent in the Program is the concept of providing information relevant to the needs of educational managers and practitioners to assist them in their decision making. The major purpose for the provision of such information is to improve existing educational practices

at both State and local levels. The basic design for accomplishing this task mandates an interpersonal communication linkage. Essentially, the Pilot Program is designed to coordinate, strengthen and supplement the on-going activities of the State Education Agency as it seeks to assist in the improvement of education practice.

. . .

The major activities accomplished by the Unit, incorporating extensively the Educational Extension Agent concept, can best be illustrated by examining the following outlines. For succinct reading purposes, the outlines are organized in a quarterly fashion with the dates designated.

I. MAJOR ACTIVITIES (January 1, 1972 to March 21, 1972)

Retrieval Staff

A. Proposal for continuing funding for the Pilot Program for Information Dissemination was submitted to USOE. The Program has been funded to operate from January 1, 1972 to December 21, 1972.

B. PREP packets are being printed in quantity in the Department's print shop and being distributed to educators upon request.

C. Unit records indicate that the districts continue to increase their utilization of microfiche documents. The State Library is providing a microfiche reader to every county library in the State. This reader capability will tend to increase the use of microfiche documents.

D. Two articles have been published in the South Carolina Schools magazine which illustrated the information which is available through the Unit. Both articles have related to the eleven State objectives. Each article has listed ERIC documents which are available on identified topics.

E. Each district superintendent has received a letter reminding him of the service and asking him to name his district representative. Each superintendent responded by naming the district representative for the second year or by providing the RIU the name of a new contact.

F. During the Management Workshop which was sponsored by the Department, the Deputy Superintendent delivered a fifteen-minute presentation which demonstrated how the products and services of the RIU could benefit district superintendents in their decision-making and problem-solving activities.

G. A meeting for District Representatives was held at the Department on March 1, 1972. DR's were brought up-to-date on the operation and resources of the Unit.

Beginning January, 1972, with continuation funding, the Unit has begun to expand the target areas from two districts to a total of eight districts. The Educational Extension Agents became Area Educational Extension Agents and began assisting educators in the entire target area.

Area Educational Extension Agents

Target Area East

A. In January and February, mini-research units were established in the libraries of each school within the original target district for the purpose of providing educators with immediate access to research information. Thus far, use of research information has doubled in nearly every school due to the presence of these units.

B. The Research Information Unit services are being provided to Winthrop College faculty members and graduate students. The College contacts the South Carolina State Library to initiate searches of the ERIC tapes.

C. The Area Educational Extension Agent has become involved in several projects, such as assisting a school district with the planning of an individualized mathematics program and assisting a school district music committee to plan their objectives and programs for the 72-73 school year.

D. The Area Educational Extension Agent served as a consultant in a two-day session with dissemination coordinators at the Florida State Department of Education.

Target Area West

A. The Area Educational Extension Agent is providing technical assistance in the writing of sections of Title I proposals to employ full-time Educational Extension Agents.

B. The Area Educational Extension Agent has become involved in several projects, such as assisting in school projects like "prevention of school vandalism," "individualized language arts program," "dropout program " and "behavior modification program."

C. The Area Educational Extension Agent met with the target school district personnel to explore the possibility of the district's serving as a demonstration center for the Pilot Program.

D. The Area Educational Extension Agent served as a consultant to the Florida State Department of Education for their Education Information Consultant Training Course.

II. MAJOR NEW DEPARTURES

A. Meetings have been held with the Department Offices of Public Law 89-10, Public Information and General Education to coordinate the dissemination activities of each Office.

B. The Research Information Unit staff is working with a newly appointed full-time Educational Extension Agent to assist her in the introduction of the program to her non-target district. She is presently submitting the same number of searches as the Area Educational Extension Agent.

C. The Unit is attempting to build a file of promising practices within the State. A proposal to coordinate this effort within the Department has been submitted to the Deputy Superintendent and is awaiting approval.

D. Procedures have been established with the South Carolina State Library to expand the ERIC tape utilization to South Carolina colleges and universities. A charge is made of $15 per search and the offer is extended to faculty members and graduate students.

III. PROBLEMS

A. The volume of requests continues to increase weekly. Continual adjustment must be made within the retrieval component to produce the product at an ever increasing rate. If the adjustment was not continuously made, a monthly limit of requests already would have been established.

B. Time seems to be the greatest constraint. Needs exist for technical papers which consolidate research findings. The lack of available time limits the production of these papers.

IV. SIGNIFICANT FINDINGS AND EVENTS

A. To date, the Unit has received 1,560 requests.

B. Dr. Arthur Sheekey, USOE, visited the Program in December. The purpose of his site visit was to see the Program as it related to the proposed Educational Renewal Center.

C. Dr. Kay Peterson, Council of Chief State School Officers, visited and observed the Unit's operations on January 5 and 6.

D. The RIU Chief Supervisor participated on a program entitled "Adapting Research Findings to Improve Educational Practices" at the ASCD Conference in Philadelphia, March 6.

V. DISSEMINATION ACTIVITIES

A. Special reports to disseminate to other Pilot States, Columbia University, University of Missouri, USOE, Educational Extension Agents and the Advisory Committee have been prepared.

B. PREP packets have been disseminated to Department and district personnel.

C. An information packet explaining the nature of the RIU has been provided in response to inquiries related to the Project.

VI. FUTURE ACTIVITIES

A. Continued expansion of the Pilot Program is being made into other districts within the State. Efforts will be made to assist districts to employ full-time Educational Extension Agents. In the absence of this commitment, assistance will be given to the respective districts.

B. Proposals will be prepared to develop workshops and in-service training for teachers and administrators in the use of research information.

C. Efforts will be made to pilot test mini-retrieval centers in two districts in the State.

D. An evaluation design has been submitted to the Evaluation Unit within the Department. The proposed design would provide data to evaluate the Research Information Unit processes and products in target and non-target areas.

I. MAJOR ACTIVITIES (April 1, 1972 to June 30, 1972)

Retrieval Staff

A. An explanatory envelope for mailing microfiche to requesters was developed.

B. A behavioral objectives file within the Research Information Unit was established to assist district personnel to tap resources when developing behavioral objectives for local programs.

C. Activities are underway to identify those documents within the Unit which should go on microfilm. The Department recently purchased microfilming equipment and it is believed that this capability will enhance the work of the Unit.

D. Proposals are being prepared which indicate new directions to improve existing services and to create a linkage component (between retrieval and field staffs).

E. In an effort to follow-up on the percentage of requesters who order microfiche and hardcopy, special forms are being developed to monitor this process.

F. The RIU staff participated in a program for Title I coordinators to explain the services of the Research Information Unit in detail.

G. The Unit continues to offer its assistance to Department personnel in explaining the capabilities of the Unit to curriculum workshops across the State.

H. A letter was written to each District Representative to explain the newest resources available to them through the Unit.

Area Educational Extension Agents

Target Area East

A. The Area Educational Extension Agent and members of the RIU staff instructed a 45-hour course at Winthrop College, Rock Hill, South Carolina in the Educational Information Consultant developed by the Far West Laboratory, Berkeley, California. Thirteen prinicpals, three teachers, one reference librarian and one Educational Extension Agent participated in the Course.

B. The Area Educational Extension Agent participated in field agent group sessions at the National Dissemination Conference in Columbia, South Carolina, May 10 - 12, 1972.

C. In cooperation with Pecknell Music Company and Winthrop College, the Area Educational Extension Agent is assisting in the planning of a workshop for music educators in the northern part of the State. Grace Nash, National Music Consultant on the Orff and Kodaly methods of instruction will conduct the one-day workshop, October 18, 1972.

D. The Area Educational Extension Agent is formulating plans for a newsletter to be published monthly by the Research Information Unit listing:

1. PREPS available
2. Current ERIC documents of particular importance
3. A review of educational products
4. A utilization story of research information.

E. In cooperation with the Columbia Research Information Unit, an audiovisual presentation is being developed to explain Research Information Services and package utilization.

Target Area West

A. The Area Educational Extension Agent field tested the EIC Course in the Jasper County School District.

Results: Thirteen participants received training to function as EIC's in their local school districts.

B. The Area Educational Extension Agent participated in the National Information Dissemination Conference, Columbia, South Carolina, May 10 - 12, 1972.

C. The Area Educational Extension Agent served as a Resource Consultant - College of Charleston - Graduate Elementary Education Program.

Results: Teachers enrolled in the program utilized the local RIU Center for individual and group research activities.

D. The Area Educational Extension Agent provided research information to the Language Arts Study at the target school districts.

Results: A Language Arts Guide for grades 1 - 6 is in the final stage of completion. It will be utilized during the ensuing school year.

E. The Area Education Extension Agent provided research information to a Study Group on School-Community Relations at the target school district.

Results: A guide to greater community involvement in the schools was completed. This guide is presently on file in the local RIU Office.

II. MAJOR NEW DEPARTURES

A. The Educational Information Consultant Course from the Far West Laboratory is being offered in two locations within the State.

B. The possibilities of establishing mini-retrieval centers in selected areas of the State are being explored.

III. SIGNIFICANT FINDINGS AND EVENTS

A. To date, the Unit has received 1,863 requests and has processed 1,826.

B. The RIU Chief Supervisor and the Director of the Office of Research attended the AERA Convention, April 5 - 7, 1972. Most of the meetings attended pertained to change agents, changes in education or evaluation.

IV. DISSEMINATION ACTIVITIES

A. The Project Narrative Report has been completed and mailed to interested individuals.

V. FUTURE ACTIVITIES

A. Efforts will be made to pilot test mini-retrieval centers in two districts of the State.

B. Communication continues with the sixty-seven District Representatives.

I. MAJOR ACTIVITIES (July 1, 1972 to September 29, 1972)

Retrieval Staff

A. RIU staff became involved in teaching the retrieval and transformation modules of the EIC Course.

B. A slide/tape presentation was developed for introducing RIU services to District Representatives, Educational Extension Agents and faculties.

C. Through September 29, 1972, 2,116 requests have been received from target and non-target districts in the State.

D. The Unit continues to provide assistance to Department personnel in workshops across the State.

E. The RIU staff participated on Title III planning programs to explain in detail the services and capabilities of the Unit.

F. The RIU staff held a workshop for Educational Extension Agents and District Representatives on role and function.

Educational Extenstion Agents

Target Area East

A. The Area Educational Extension Agent involved herself in such activities as the following:

1. extensive transformation of information packets on "Child Care Unit" and "How to Study unit"

2. discussion with principals in the target school district of objectives related to the implementation of the extended school year

3. attendance at the RISE Conference, Downingtown, Pennsylvania.

Target Area West

A. The Area Educational Extension Agent involved himself in such activities as the following:

1. resource consultant for a discussion of human relations in the classroom

2. resource consultant for the writing of a proposal for establishing a floating marine laboratory

3. attendant at the RISE National Conference in Downington, Pennsylvania

4. representative to the new target district superintendent to explain RIU services and the role of the Educational Extension Agent.

II. SIGNIFICANT FINDINGS AND EVENTS

A. The RIU co-hosted the Toy-Lending Library presentation.

B. A representative attended the American Library Association Conference - ERIC Exhibit - in Chicago, Illinois.

III. DISSEMINATION ACTIVITIES

A. A slide/tape presentation, "A Focus on RIU," is currently being utilized to explain RIU services and products.

IV. FUTURE ACTIVITIES

A. Expansion continues into non-target districts within the State.

B. Becoming informed of regional and national trends in information retrieval services continues.

I. MAJOR ACTIVITIES (October 1, 1972 to December 29, 1972)

Retrieval Staff

A. The proposal for continuation funding of the State Pilot Project for Information Dissemination through June 30, 1973, was completed.

B. The Office of Research and the Office of General Education sponsored jointly a presentation by the Southwestern Cooperative Educational Laboratory on October 9, 1972.

C. RIU is currently providing resources for the production of a technical paper on public school financing.

D. Through December 29, 1972, 2,488 requests had been received from target and non-target districts in the State.

E. Copies of the RIU Flier have been printed and disseminated to prospective users.

F. Copies of the booklet, South Carolina Pilot Program for Information Dissemination, have been disseminated to district representatives.

Area Educational Extension Agents

Target Area North

A. Publicity aids for presentations of RIU services to several types of audiences have been devised. These aids include: a slide/tape presentation, transparencies, a brochure and a leaflet.

B. In order to activate the service in each individual school, emphasis has been placed on more extensive use of Building Representatives than District Representatives.

C. Extensive work has been undertaken indoctrinating a newly appointed full-time Educational Extension Agent and a half-time Educational Extension Agent.

Target Area South

A. The selection of an Area Educational Extension Agent to replace the original one has been finalized. The original Agent became the new Chief Supervisor of the Research Information Unit.

II. MAJOR NEW DEPARTURES

A. A thorough in-house analysis was completed.

III. SIGNIFICANT FINDINGS AND EVENTS

A. Attention is being focused on follow-up activities through Extension Agents and the Linkage Component.

I. MAJOR ACTIVITIES (January 1, 1973 to June 15, 1973)

Retrieval Staff

A. The RIU Chief Supervisor and the Director of the Office of Research met with Dr. John Coulson, NIE, to discuss the present and future activities of the Project.

B. Contact was made with regional laboratories, R & D Centers, and information centers on research-based products that have been developed and are currently in use in various school systems.

C. Prepared for ERIC users in South Carolina school districts was "A Capsule View of the Research Information Unit" which shows:

1. The growth of ERIC users in South Carolina from July, 1970 to the present

2. Sampling of the kinds of requests made to RIU for research information

3. School districts assigning persons as Educational Extension Agents

4. Additional sources of information other than ERIC and CIJE

5. Examples of how the information provided is utilized

6. School districts that are particularly heavy users of RIU services

7. Utilization of RIU services from centralized locations

8. District representatives presently designated by local school districts.

D. Through June 15, 1973, 3,030 requests had been received from target and non-target districts in the State.

E. Plans for the annual Statewide District Representatives' Meeting were finalized.

F. Cooperative efforts between District Representatives and school librarians have been explored.

Area Educational Extension Agents

A. More extensive presentations of RIU services and consequent request negotiation have continued.

B. A request utilization case study format is being devised.

C. Preparation of a proposal to show how professional staff personnel can be trained in a specified region of the State to serve counties and school districts is underway.

II. SIGNIFICANT FINDINGS AND EVENTS

A. Those districts who have committed at least a half-time person to coordinating RIU services continue to accomplish the most effective work with the use of RIU data and services.

III. DISSEMINATION ACTIVITIES

A. Publicity aids which have been disseminated include three types of leaflets for differing audiences.

IV. FUTURE ACTIVITIES

A. A new slide/tape presentation for all levels of requester audiences will be completed during the next quarter.

A. Expansion of Retrieval and Dissemination Services

Although the procedure originally adopted for processing a request through the Research Information Unit remained constant during the last eighteen months, certain changes were introduced into the retrieval system. These changes were necessitated by the expansion of the linkage service to non-target districts, by continued publicity of the service both within the Department and throughout the districts, and by shifts in personnel which created an opportunity for reflection and renewal of focus. The basic premise for initiating alterations in the existing retrieval process was to provide a more efficient and comprehensive service to requesters, a system in which staff talent and time and material resources were utilized most effectively to provide precise responses to educational queries. The alterations discussed below are those considered to have been most significant in the expansion of retrieval services.

1. Reorganization of files and material resources

The data base of the Research Information Unit expanded considerably during the final eighteen months of the Project. As of January 1, 1972, resources available to respond to requests included: ERIC computerized tapes; RIE and CIJE indexes; A.E.R.A. papers; materials organized by descriptors into General Files; copies of all request packages processed and disseminated by the Unit, numerically filed and indexed in a card file by descriptors; and miscellaneous collections of books and magazines. With

an increase in the number of requests processed and with an increased accumulation of resources, retrieval time lengthened. In January, 1972, reorganization of the files and material resources was initiated by the Materials Analyst. The first fifteen hundred requests processed by the Unit were microfilmed. Thus, the staff was able to maintain a record of all requests for possible duplication, while they freed file space for other materials. All Unit resources were reorganized and catalogued; a list was written and distributed to retrieval staff members. Resource utilization was made more efficient by this procedure.

In addition to reorganizing the resources housed within the Unit, the Materials Analyst compiled lists of resources available through other Sections in the Office of Research and through other Offices in the Department. Besides adding a new dimension to the data base, the Materials Analyst has identified several educational journals, routinely subscribed to and disposed of by other offices, which were added to the files.

2. Changes in the Encoding Process

The Research Information Unit has been utilizing the modified QUERY program for retrieving summaries from the ERIC tapes. With the expansion of the RIU services, several inadequacies in this program became more evident. For example, having to identify clearinghouses for each search often limited the number and quality of printouts returned with each search; conducting a search without designating clearinghouses lengthened the turn-around time for computer searches. To remedy this situation, additional modifications were made on the QUERY program. The current encoding process requires only the identification of descriptors. All clearinghouses are searched insuring a more complete survey of the ERIC files, as well as increasing the number of searches per batch. Computer retrieval time has also shortened considerably, to as little as twenty-four hours per batch of searches. Initiating these changes in the encoding process has provided an opportunity for the staff to respond more quickly and completely to those requests requiring only computer searches.

3. External sources tapped

During the final eighteen months of the Project, one significant development was a noticeable change in the type of request to which the Research Information Unit was asked to respond. Although the staff has continued to receive questions on basic educational topics (for example, Individualized Instruction, Educational Finance, etc.), they also have received a number of requests requiring a more specific, targetted response. This latter type of request was generally submitted by an educator who had previously received information concerning

a general issue and who now needed information on a more specific program, person or procedure. In these situations, the retrieval staff was often unable to locate any relevant information in either the ERIC files or resources stored in our office. To alleviate this problem, three general outside sources of information have now been identified: the South Carolina State Library, curriculum consultants within the South Carolina State Department of Education, and the Educational Research Service in Washington, D. C. The State Library continues to provide unequaled service to this project in maintaining the microfiche collection and in offering an accessible reference service for materials or unique questions. Curriculum consultants within the Department are contacted routinely for information relating to their specific program areas. While providing needed information to requestors, this procedure promotes linkage between the Department's program consultants and district program developers. In November, 1972, the Unit subscribed to the Educational Research Service in Washington, D. C. Although used on only a few occasions since that time, this service has been a valuable addition to the resources available.

4. Pre-Packaging Materials

Efforts to package materials on specific topics for distribution to the districts were initiated by the Research Information Unit in response to two needs: for quick turn-around materials to be used in times of request overload; and for comprehensive packages of information on topics of general interest for mass distribution to be used to create awareness of recent educational issues and to publicize the RIU service. A special package on Individualized Instruction was published and distributed this spring. Several other packages are under consideration. In terms of production difficulty, these packages do require a great deal of staff time for preparation. In terms of potential usefulness, reactions to the first package have not yet been assessed.

5. Problems in personnel utilization

Several shifts in personnel occurred within the Research Information Unit during the final eighteen months of the project. These shifts created three minor difficulties: new retrieval staff members had to be trained; continuity in project activities had to be maintained in spite of personnel shifts; and the retrieval staff had to operate for periods of time with an incomplete staff. The only long-term result of these personnel shifts has been the delay of several scheduled activities. More positively, new personnel have brought fresh ideas to the retrieval staff. For example, in January, 1973, the retrieval staff met with the new Chief Supervisor for an intensive review of activities and problems and for the development of new directions.

6. Responsibilities of retrieval staff

In addition to routine request processing, several members of

the retrieval staff have been assigned other responsibilities. For example, the Information Analyst also operates as the assistant to the Chief Supervisor. Assigned additional responsibilities have to be coordinated with routine request processing. Several attempts have been made during the course of the Project to allocate requests to individual retrieval staff members according to various patterns. Originally, requests were distributed according to their origin (two retrieval staff members processed requests from the target districts and two processed requests from the Department and other districts). During part of the final eighteen months of the Project, requests were distributed according to processing technique (computer search; duplicates; unique requests; quick responses). This proved to be an inequitable distribution system, particularly since in excess of fifty percent of the requests required a computer search. The current procedure is to distribute requests randomly and according to the workload of the individual.

Strengthening of district representative network

Each representative in the district is considered to be a significant linkage mechanism with the district requesters. During the final eighteen months of the Project, one of the RIU objectives was to enhance the role of the district representative. No district request was processed without permission from the district representative. All requesters either appearing in person or calling in requests were encouraged to route their request through the appropriate district representative. Completed packages were forwarded to the district representative for distribution. All special packages, PREP packets, newsletters, etc. were distributed to the districts through the district representatives.

The changes in procedure discussed above were implemented in an effort to shorten request turn-around time or at least to coordinate turn-around time with request overload. At present, the retrieval staff averages two weeks (ten working days) per request. The majority of the requests necessitate computer searches, although an increasing number can

be filled from back requests and general file materials.

In April, 1973, a meeting was held in Columbia for all district representatives; the major emphasis of this workshop was the development of the role of the district representative.

B. Facilitation of Information Utilization in Non-Target Districts

From January through August, 1972, the two Area Educational Extension Agents (formerly termed Communication Specialists) continued their operations within the two target districts, i.e., Charleston and Rock Hill. The major objective maintained during these seven months was two-fold in nature; (1) to continue intensive service to the educational clients within the two districts, and (2) to expand the information services into the surrounding districts.

Inherent in the expansion concept was the need for the North and South Area Educational Extension Agents to initiate a personal confrontation with those districts immediately surrounding their respective target areas. The purpose of this activity was: (1) to determine each district's knowledge concerning the Research Information Unit services; (2) to determine whether or not each superintendent had appointed a district representative, and, if not, to encourage him to designate someone; (3) to determine the extent of support each superintendent wished to give toward the promotion of the use of the service within his district; (4) to encourage the active and intense support of the service within each of these districts; and (5) to determine whether or not each district desired assistance in the promotion of the use of the RIU service.

Area North

In January, 1972, the North Area Educational Extension Agent began

to expand her assistance with the RIU information service into several districts surrounding the Rock Hill target district. The North Area Educational Extension Agent contacted superintendents in the following districts: Chester, York District No. 2, York District No. 4, Lancaster and Spartanburg District No. 7. There was a wide range in the degree of support which these superintendents had already given to the service. For example: In Chester County, the district representative who had been named had been functioning actively in this role. He had explained the availability of the service and had channeled numerous requests to and from RIU. On the other hand, both Lancaster and York District No. 2 had named district representatives who were functioning minimally. In both Spartanburg District No. 7 and York District No. 4, the superintendents had not named a district representative at the time of the Area Agent's contact. In York District No. 4, a district representative was immediately named. The Spartanburg District No. 7 superintendent expressed interest in funding a full-time position for an agent to work with RIU, but did not name a district representative at that time.

After this initial contact with superintendents, the Area Extension Agent began working with each district representative in these counties. The assistance to each district representative varied according to the type of approach he had already used and depending on the extent of experience the district representative had acquired in working with the RIU. One of the newly named district representatives took a strong initiative herself in publicizing the service districtwide. She submitted seventy requests in a five-month period. In May, 1972, two of

the district representatives expressed an interest in naming building representatives to further activate the RIU service in their districts.

A major activity of the North Area Agent during the period from January - July, 1972, was the conducting of the EIC (Educational Information Consultant) Course in June of 1972. This workshop was held at Winthrop College for credit. The objective of the workshop was to familiarize the students with varied educational information resources and with techniques in requesting, retrieving and utilizing these resources.

. . .

The North Area Educational Extension Agent position was transferred from the office in Rock Hill to the Central Office for the Pilot Project (the Research Information Unit at the State Department) in August of 1972. The purpose of this move was to bring the field position closer to the retrieval unit, to coordinate activities between the two, and to enable this area field position to reach easily any part of the North Area of the State, not exclusively the districts immediately surrounding the Rock Hill Target Area.

A major focus of the North Area Agent's work from October to December, 1972, was intensive assistance to personnel in York and Chester Counties. In the month of October, the North Area Agent planned with the district representatives in Chester County and in York Districts No. 2 and No. 4 concerning desired assistance in expanding RIU services during the upcoming school year. All three of these district representatives chose to name building representatives (one in each school) to facilitate

the use of RIU by each school faculty. Therefore, meetings were then held successively in each of the above named districts to plan jointly with district representatives and building representatives concerning the role of the building representatives and methods of presentations in the schools.

Following the planning meetings, the North Area Extension Agent made presentations of the RIU service in all schools in York Districts No. 2 and No. 4 and in one-third (1/3) of the schools in Chester County. Request negotiation also took place following the presentations in each of these schools. These presentations ran from October to December, running concurrently with the returning of packages to requesters in these three districts. The returning of packages to these requesters involved transformation of the material into a format suitable to the needs of the requesters and communicating this transformed material to the requesters on a one-to-one contact basis.

A new district contact late in October marked the beginning of a new type of assistance which the North Area Extension Agent could give, for this contact was a district funded extension agent (funded for a half-time position) in Laurens District No. 55. Plans discussed in an initial meeting with this local agent included methods of presentations of the service in her district and methods of request negotiation.

In early November the Laurens extension agent was assisted by the North Area Agent in a presentation of RIU services to the principals of Laurens No. 55. The principals then planned with the local agent toward presentations and request negotiation at their individual schools.

Beginning in January, 1973, a major thrust of the North Agent's activities involved follow-up procedures to determine request utilization.

The North Agent returned to Chester County and to York District No. 2 to discuss with requesters their use of the packages, their further questions on the use of the materials and their criticisms of the package. These field visits resulted in the selection of certain requests for in-depth case studies. A case study format was drawn up in April and four case studies were compiled and written in April and May. These case studies were drawn from utilization of material by York No. 2 and Chester requesters. In May the local agent in Laurens No. 55 also used the case study format in writing case studies of the utilization of material by Laurens requesters. An additional case study was written by the North Area Agent in June; this case study concerned a districtwide program implemented through use of RIU material.

To follow up on activities already begun in Chester County during the first half of the school year, a planning meeting was held in January, 1973, with the district representative in Chester County schools to project toward further cooperative efforts between the district representative and the North Area Agent. It was concluded that the district representative would work with building representatives already involved in presentations the first half of the year, and that the North Area Extension Agent would make further presentations to faculties not yet familiar with the RIU services. Consequently, in February the Area Agent made three presentations with building representatives in Chester County Schools, bringing the total to one-half (½) of the County's schools covered in the school year of 1972-1973. Following each of these presentations, requests were negotiated and submitted to RIU through the building representatives and the North Area Extension Agent.

After these requests submitted from Chester County were processed through RIU, the North Area Agent transformed the prepared packages into a format suiting the individual needs of each request. The North Area Agent then attempted a different approach at communicating, or conveying, the transformed materials to the individual requesters in Chester County. Letters were written for each individual package. In each letter the Agent summarized the package contents and noted the most relevant parts of the package. These letters were then mailed with each package in order to clarify the content of the material to each requester and to make known the availability of the Agent for further assistance. Sample copies of some of the letters accompanying each package appear in the Appendix.

New district contacts were made in the North Area during the period of December, 1972 - May, 1973. These contacts brought eight additional districts into the Area served by the North Extension Agent.

A contact with the Superintendent of Spartanburg No. 7 in December, 1972, resulted in the appointment of a part-time agent there. Two planning meetings with this local agent followed; one in December at the Spartanburg district office and one in January, 1973, at the RIU office. This part-time agent then chose to function independently in publicizing the service in her district. She published news items on RIU in the district newsletter and negotiated several requests with district level personnel and submitted them.

District representatives in the following districts were contacted in the three-month period from March - May, 1972: Greenville, Lancaster, Anderson No. 5, Fairfield, Newberry, Kershaw and Cherokee. Each of these

district representatives requested assistance from the North Area Agent in publicizing the service districtwide. In Lancaster, Anderson No. 5, Fairfield and Cherokee, assistance was given to the district representatives in presentations of the RIU services and request negotiation with the following audiences.

A. In Lancaster: presentation to the high school faculty and request negotiation

B. In Anderson: presentation first to central office staff and second, to principals

C. In Fairfield: presentations to central office staff

D. In Cherokee: presentation to central office staff and to principals.

In Greenville assistance was given to the district representative in a discussion of ideas for publicity brochures and use of the central office library in conjunction with RIU services. In Newberry the district representative requested assistance with presentations to school faculties in September of 1973. The Kershaw district representative has been very active for the past two years in activating the RIU service in her district. For the school year of 1973-1974, she wishes to name librarians in each of her schools as building representatives and work closely with them to further publicize the service. The district representative requested assistance from the North Area Agent in a presentation to these building representatives during an inservice sesssion in August, 1973.

On April 6, 1973, the North Area Agent assisted the RIU retrieval staff and chief supervisor in cooperative planning efforts toward conducting the Statewide District Representatives Meeting. Details of this meeting are written up in Section C of this report.

Area South

The South Area Educational Extension Agent branched his activities into the following districts surrounding the Charleston area: Berkeley, Jasper, Dorchester No. 1 and Dorchester No. 2.

In Berkeley the Agent contacted the superintendent, explaining his role and the services available through the RIU. The superintendent had previously appointed a district representative; however, this educator, the Assistant Superintendent for Administration, had other priorities which demanded his full attention. Therefore, another district staff member was designated. He and the Agent met with the elementary and secondary school principals and conducted an inservice session at the district office. As a result of the overwhelming response, the district superintendent made provisions to allow the representative to serve as a half-time Educational Extension Agent. This Agent attended the Training Workshop held in Jasper County School District, June, 1972, and the training program at Stanford University (Educational Information Consultant (EIC) Program.

When visiting Jasper County, the Area Educational Extension Agent first contacted the superintendent, explaining to him the services offered by the RIU. In addition, he conducted an EIC Institute for that area. As a result, a half-time Agent was employed. Microfiche readers were purchased and informative meetings were held with the district staff and local faculty.

A district representative had been previously appointed by the superintendent of Dorchester No. 1. The Agent made his initial contact with the representative; next he met with the superintendent. As a result

of the Agent's aiding the representative, meetings were scheduled and a microfiche reader was purchased.

In Dorchester No. 2, the Agent contacted the superintendent who had never designated a district representative. Resulting from the classroom and faculty presentations was the appointment of a representative.

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The South Area Educational Extension Agent left his position to serve in the role of Chief Supervisor of the Research Information Unit. This move transpired in mid-October; in November, the Charleston Superintendent appointed the Assistant Director of Research and Evaluation as the new district representative. Since that time, the representative has authorized forty-eight (48) requests, originating from the following levels:

(1) Elementary.....4

(2) Middle.....1

(3) Secondary.....11

(4) Administration...32

On March 12, 1973, a new South Area Education Extension Agent was hired. This person had spent two years as a member of the RIU retrieval staff and was thus familiar with the in-house workings of the Project.

At the onset, the new Agent witnessed a training period. She read and carefully studied material related to field agents as well as information dealing with interview techniques. She traveled with the North Area Educational Extension Agent to observe the everyday working activites. In addition, she consulted the two initial Area Education Extension Agents for feedback information from their work.

The new Agent devised a list of major activities. From April 1st through June 30th she planned an initial confrontation with twelve school districts. In addition to these visits, presentations were scheduled.

The following paragraph synopses are illustrative of a portion of the activities accomplished.

Lexington County with its five school districts surrounding the Columbia Area offered many opportunities for absorption of RIU services. For example, a visit was made to the superintendent of Lexington No. 1 resulting in his appointment of a district representative. The superintendent submitted a request and later wrote the RIU commending its services. A follow-up visit was made to the newly appointed district representative who strongly encouraged a presentation during the fall inservice session.

Another visit was made to the district representative and his superintendent of Lexington No. 2. The representative asked the Agent to give a presentation to the Curriculum Departmental Heads -- a most responsive group. A fall inservice presentation was scheduled.

The meeting with the superintendent of Lexington No. 3 was his first confrontation with RIU. An overall view was given to him and he later wrote a letter asking that the Agent speak to his principals' meeting in June.

In Lexington No. 4, a visit was made to the district representative and her superintendent. The representative quickly took initiative and mapped out her own plans for faculty and district staff presentations.

In rural Lexington No. 5, a visit was made to the district representative who is the Assistant Superintendent. He called in the Director

of Elementary Instruction and the Agent worked closely with him to show the available services. She supplied him with relevant materials he needed. An inservice session presentation was planned for the fall.

Aside from Lexington County, the Area Educational Extension Agent began to travel down the State in a semi-circular fashion. Sumter County was the starting point. For example, in Sumter No. 2, the newly appointed district representative and Agent met for an informative session. A presentation for the fall faculty inservice session was planned. And in Sumter No. 17, the Agent met with the district representative and it was planned that the Agent speak on the "Uses of the Research Information Unit Services" at a district meeting, (productive response was evoked). A fall inservice presentation was planned along with visits to several key schools.

Next the Agent moved to an already relatively active school district - Aiken. The Agent met with the district representative who has shown much initiative in promoting RIU services. He discussed the results stemming from several of the request packages (case studies will be executed on these programs).

The representative asked that the Agent serve as the guest speaker for a County staff banquet to be held in the new school year. He plans to make faculty and district staff presentations on his own as well as devise a brochure publicizing the RIU services within his district.

The majority of the district representatives plan to appoint building representatives to facilitate their role. Also, they are all making definite plans toward devising a filing system for the request package.

In addition to these visits, the South Area Educational Extension Agent has dealt with many representatives via the telephone and letters. Also, time has been devoted toward planning a Statewide district representatives' meeting and the development of a slide-tape program. Concurrently, requests are being taken, scanned after their completion and mailed back to the district representative with an informative memorandum. Also, new appointments are being scheduled for Orangeburg, Richland and Florence Counties.

C. Linking Non-Target Districts through the State Education Agency

Services of the Educational Extension Agent

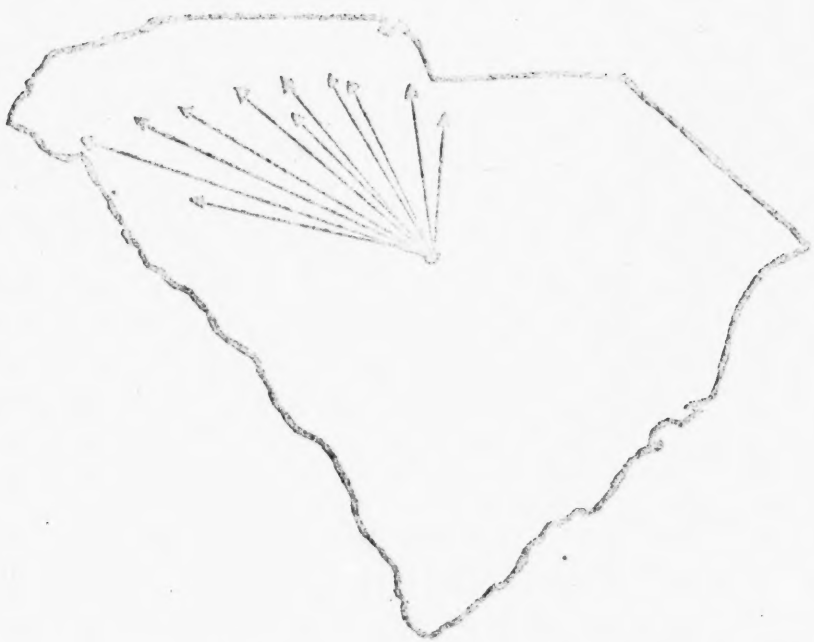
The Area Extension Agents began providing a linkage service to non-target districts in January, 1972. They began by extending their services outward to those districts immediately surrounding the two target districts. The North Area Agent initiated services to the districts bordering Rock Hill. The South Area Agent began to serve districts surrounding Charleston.

In this way each Area Agent could continue to serve intensively the needs of his (her) target district, while simultaneously assisting nearby districts to also utilize the service effectively. The Area Agents accomplished this task by working through the district representatives in those surrounding districts. The Agents thus began to link not only two target districts, but also several non-target districts to the RIU services.

In July, 1972, the Rock Hill District No. 3 superintendent decided to locally fund a position for a district extension agent. At this time the North Area Agent moved into this district position. The vacant Area Extension Agent position was moved to the RIU Central Office location where the Area Agent could link the RIU service to a greater span of districts. In addition, this move was intended to link retrieval activities more closely with district representative activities.

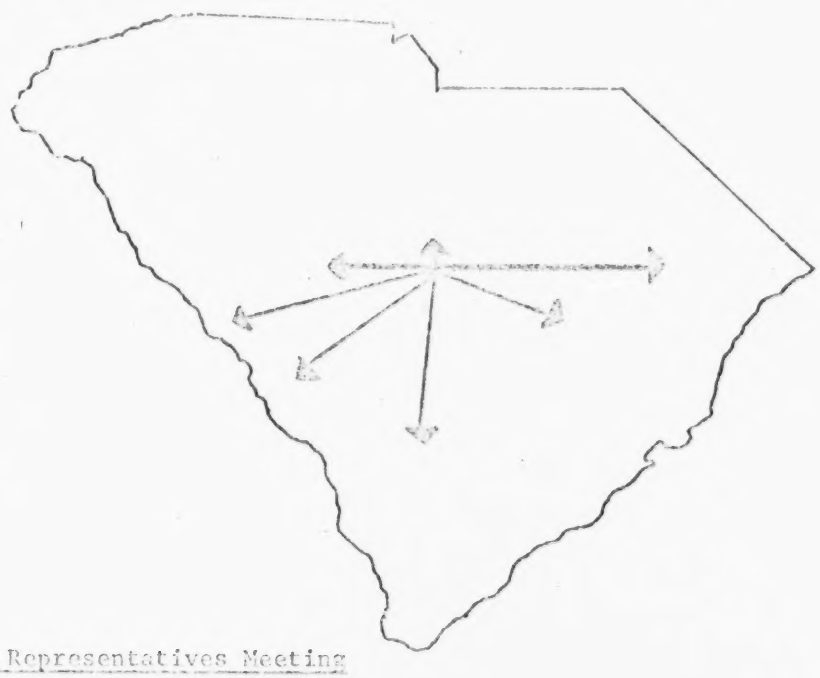
From September 1972 - June 1973, the North Area Agent, therefore, continued to provide assistance to those districts immediately surrounding

Rock Hill School District No. 3, but also began to link other non-target districts to the RIU service. From the central office in Columbia, this Agent began to provide linkage services to districts in the northwestern as well as north central portions of the State. Therefore, the linkage services provided by the North Area Agent moved in a pattern like the following:



The South Area Extension Agent position was vacated in October, 1972, when the person in this position became Chief Supervisor in the RIU office in Columbia. A coordinator was appointed in Charleston to work with the RIU activities in that district. The former Area Agent provided assistance to the new RIU coordinator in Charleston and also continued to provide assistance on request to district representatives and local agents in those districts surrounding Charleston until the vacant South Area position was filled in March, 1973. Like the North Area position, the south area position was located at the central office in Columbia.

It was decided that with the in-depth assistance already provided to those districts immediately surrounding Charleston, the South Area Agent should begin her linkage assistance to several districts who had made little or no use of the service thus far. Therefore, the South Agent routed her activities in a semi-circular manner, beginning with Columbia and those districts which skirt the city and moving downward, eventually culminating in the Charleston area. Resulting from these visits has been the appointment of district representatives and more extensive use of the RIU services by those district representatives already appointed. The following map illustrates the routes taken by the South Area Agent:



District Representatives Meeting

In April, 1973, the third annual District Representatives' Meeting was held in Columbia, South Carolina. Via the theme "Local School District Activities with RIU", the district representatives had the opportunity to share the varied approaches utilized in expanding the RIU service in their districts. Those representatives with several years of experience

in this area were able to communicate their accomplishments to those district representatives just beginning to implement RIU. In addition, the representatives were able to discuss district information needs with others in their region for the purpose of formulating possible regional information needs for servicing by RIU.

The three major objectives of the meeting were:

1. To inform local district representatives about new developments in the State dissemination project and new resources available through the Research Information Unit

2. To assess the information needs of the local districts and of five regions in the State

3. To provide opportunities for an exchange of ideas concerning the function of a district representative, available local resources, and the possibility of regional coordination of dissemination efforts.

Before the meeting, the list of anticipated participants totaled ninety-five; there were sixty-four participants who were actually in attendance, i. e., 67 percent. Twenty-two State Department of Education personnel attended the meeting.

Included in the booklet distributed to each participant as he arrived were the following items:

1. Agenda

2. Guidelines for Regional Group Discussion

3. Reactionnaire

4. District Representatives Procedural Guide

5. Information Needs Survey

6. List of Anticipated Participants

7. Capsule View of the Research Information Unit

The meeting schedule was structured in a manner that regional group discussions were held in the morning along with a talk by Dr. W. E. Ellis, Director, Office of Research, on "The Impact of the Research Information Unit on the Local School Districts." At mid-day there were observation groups noting "RIU in Process" and "RIU Resources on Display." In the afternoon a panel discussion was conducted with the audience voicing its questions to the panel members -- the Director of the Office of Research; the North Area Educational Extension Agent; a Full-Time Educational Extension Agent; a Part-Time Educational Extension Agent; and a District Representative.

The returned reactionnaires were favorable in nature. Many commendatory comments were made concerning the information gleaned from the panel discussion. In addition, many expressed the value of being divided into regions for the discussion groups, for they were able to identify common needs.

Strengthening the information network between the retrieval center and the District Representatives

The files of the Research Information Unit show a total of seventy district representatives designated for local school districts and four representatives serving the South Carolina Department of Youth Services, South Carolina School for the Deaf and Blind, Whitten Village and the Technical Education Commission. These representatives comprise one dimension of the RIU linkage system with the local districts. They provide the most frequently used access route to the Unit's service: that of requester channeling his request directly through his district representative to

RIU. During the final eighteen months of the Project, the RIU staff endeavored to enhance the significance of each district representative both in incoming and outgoing requests. No district request for information was processed without the approval of the district representative; all completed request packages were forwarded back to the district through the district representative. In addition to this routine use of the network, all special packages, notices of meetings, newsletters and other materials prepared by the RIU were distributed to the districts through the district representatives. Thus, the district representative has assumed a very definite and viable role as RIU contact in his district.

Chapter Three

Statistical Report

The statistics reported in this chapter are illustrated in the form of circle graphs; they are divided into six major categories. The following remarks attempt merely to highlight the information conveyed through the circle graphs. Detailed study is encouraged for illumination of the overall information.

A. Total Requests Received and Processed According to User Audience

This section reveals information pertinent to the total requests received and processed according to user audience for final eighteen months of the Project as well as for the total duration of the Pilot Program. As of June 15, 1973, 3030 requests had been received and processed with 1903 being submitted during the final eighteen months. Local school personnel headed the list of users.

B. Total Requests Received and Processed According to Topic

This section deals with two sets of information related to the total requests channeled through the RIU according to topic, i.e., the final eighteen months of the Project and the total three year period. The area of curriculum was the most frequently requested topic throughout the duration of the Project.

C. Total Microfiche and Journal Articles/Hardcopy Ordered by User Audience

This section shows that the user audience took an active interest in the research service. They ordered a large volume of materials, especially the microfiche of the ERIC files.

D. Total Computer, Manual and Duplicate Searches Received and Processed

This part depicts the channels through which the requests were processed during the total Project period. The circle graph shows that the majority of the 3030 requests were encoded for the computer.

E. Cost Data: Management, Retrieval and Field Service

A breakdown of the total funding grant is depicted in this section along with separate graphs illustrating the cost and percentage involved in the initial funding and the continuation funding.

F. Comparison of Requests Received and Processed Per Month July, 1970 Through January, 1973

The statistics cited in this section will convey the fact that there has been a continuous increase in the use of RIU services. There are peak months for requests received and processed which comprise a basic trend throughout the total Project: September, October, November, February and June.

PART A

TOTAL REQUESTS RECEIVED AND PROCESSED ACCORDING TO USER AUDIENCE

The final eighteen months of the Project show a tally of 1903 requests received and processed; the majority of these requests stemmed from local school personnel (50.71%). Likewise, local school personnel comprised the greatest percentage of users (46.93%) during the entire three-year period. As of June 15, 1973, 3030 requests had been received and processed. (Detailed outlines of request origins from the three areas employing an Extension Agent follow the circle graphs. These figures point out the value of having a full-time Agent, for these areas submitted nearly half of the total 3030 requests.)

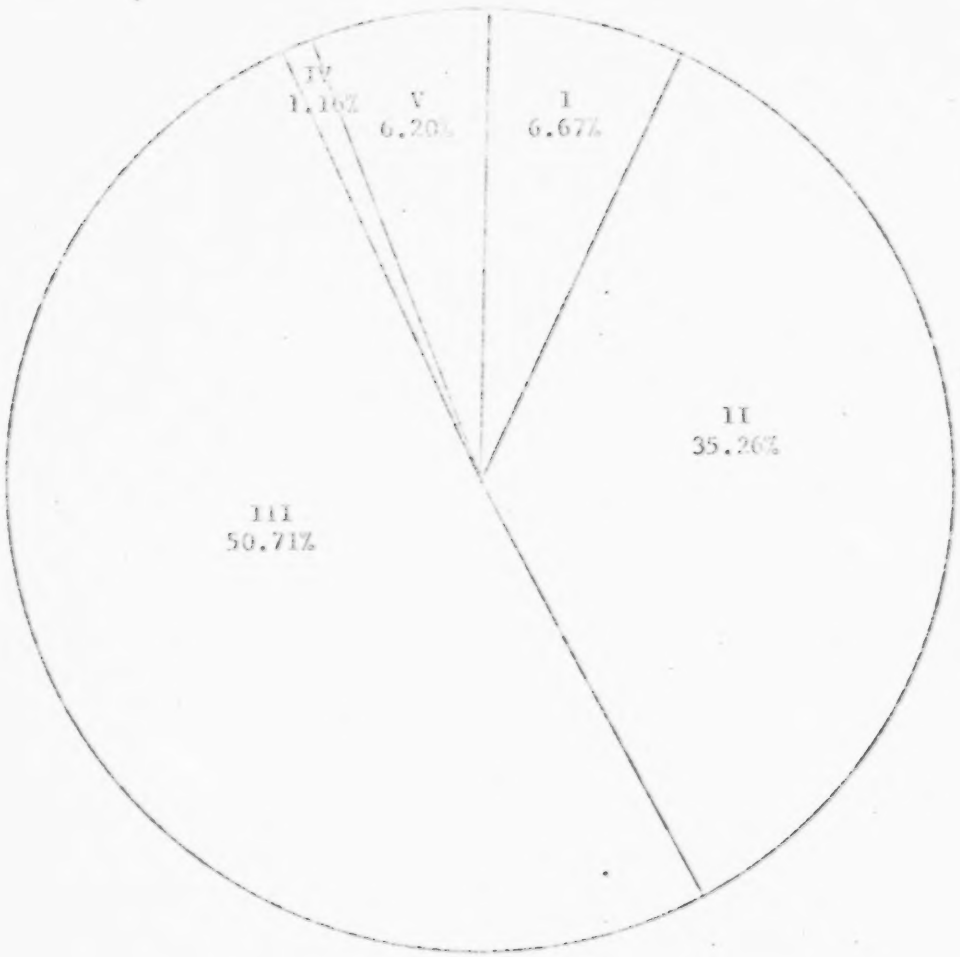


FIGURE 1
REQUESTS PROCESSED BY USER AUDIENCE
JANUARY 1, 1972 - JUNE 15, 1973

I.	STATE DEPARTMENT OF EDUCATION	127
II.	LOCAL DISTRICT PERSONNEL	671
III.	LOCAL SCHOOL PERSONNEL	965
IV.	EDUCATIONAL EXTENSION AGENTS' PERSONAL REQUESTS	22
V.	OTHER	118
	TOTAL	1903

FIGURE 2
REQUESTS PROCESSED BY USER AUDIENCE
JULY 1, 1970 - JUNE 15, 1973

I.	STATE DEPARTMENT OF EDUCATION	366
II.	LOCAL DISTRICT PERSONNEL	993
III.	LOCAL SCHOOL PERSONNEL	1422
IV.	EDUCATIONAL EXTENSION AGENTS' PERSONAL REQUESTS	66
V.	OTHER	183
	TOTAL	3030

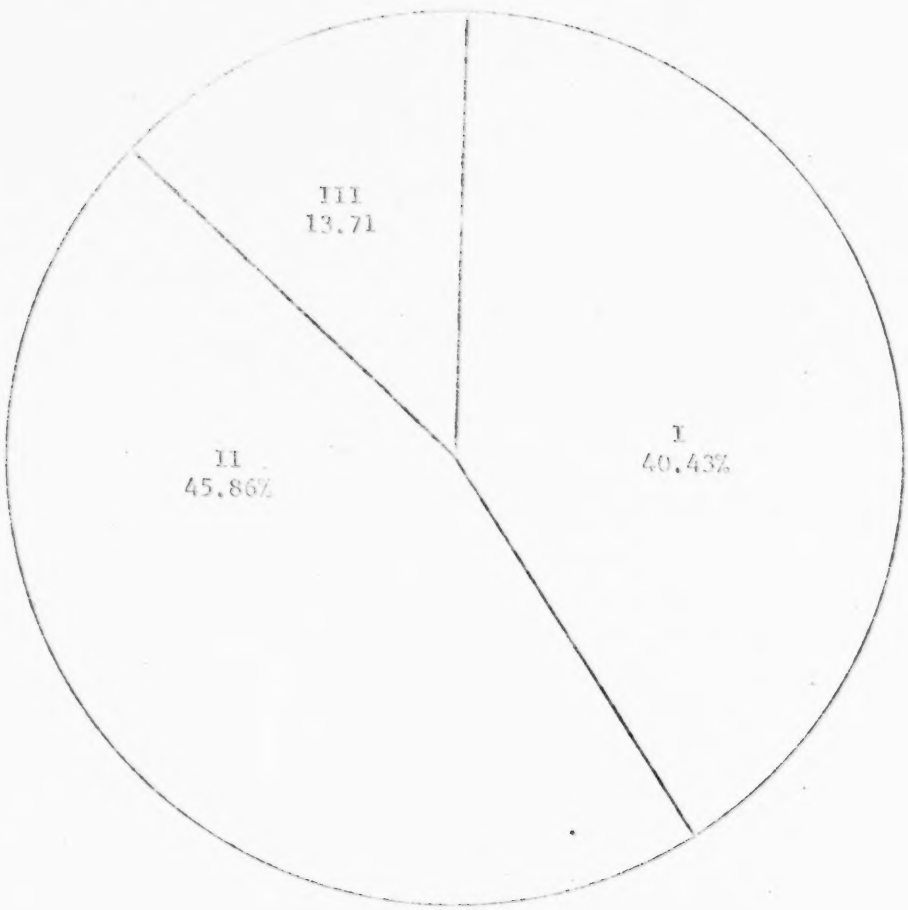


FIGURE 3
REQUESTS PROCESSED BY EDUCATIONAL EXTENSION AGENTS
JULY 1, 1970 - JUNE 15, 1973

I.	NORTH AREA	581
II.	SOUTH AREA	659
III.	DARLINGTON AREA	197
	TOTAL	1437

REQUEST BREAKDOWN - NORTH AREA

	January 1, 1972 Through June 15, 1973	July 1, 1970 Through June 15, 1973
District Personnel		
District Superintendent	6	11
Assistant Superintendent	1	16
Curriculum Personnel	17	20
Pupil Personnel Specialist	7	11
Other Staff Personnel	12	28
Total	43	86
School Personnel		
Principal	13	27
Assistant Principal	3	8
Teacher	264	369
Counselor	4	10
Librarian	6	9
Other	1	2
Total	291	425
Educational Extension Agents' Personal Requests	6	43
Other		
Board of Education	3	8
Vocational Education Centers	1	1
Colleges and Universities	4	15
Students	0	1
Community	0	0
Government	0	0
Miscellaneous	1	2
Total	9	27
NORTH AREA TOTAL	349	581

REQUEST BREAKDOWN - SOUTH AREA

	January 1, 1972 Through June 15, 1973	July 1, 1970 Through June 15, 1973
District Personnel		
District Superintendent	19	23
Assistant Superintendent	21	32
Curriculum Personnel	69	111
Pupil Personnel Specialist	6	17
Other Staff Personnel	36	74
Total	151	257
School Personnel		
Principal	14	91
Assistant Principal	11	60
Teacher	72	153
Counselor	4	29
Librarian	3	8
Other	4	10
Total	108	351
Educational Extension Agents' Personal Requests	9	16
Other		
Board of Education	8	8
Vocational Education Centers	9	9
Colleges and Universities	2	9
Students	3	3
Community	1	2
Government	0	0
Miscellaneous	2	4
Total	25	35
SOUTH AREA TOTAL	293	659

REQUEST BREAKDOWN - DARLINGTON AREA

	January 1, 1972 Through June 15, 1973
District Personnel	
District Superintendent	4
Assistant Superintendent	1
Curriculum Personnel	15
Pupil Personnel Specialist	0
Other Staff Personnel	12
Total	32
School Personnel	
Principal	20
Assistant Principal	0
Teacher	117
Counselor	10
Librarian	1
Other	2
Total	150
Educational Extension Agents' Personal Requests	8
Other	
Board of Education	3
Vocational Education Centers	2
Colleges and Universities	1
Students	0
Community	0
Government	0
Miscellaneous	1
Total	7
DARLINGTON AREA TOTAL	197

PART B

TOTAL REQUESTS RECEIVED AND PROCESSED ACCORDING TO TOPIC

Of the 1903 requests received and processed during the final eighteen months of the Project, 673 or 35.37%, centered on information in the area of curriculum. For the entire three years the field of curriculum was still most popular, comprising 35.76% of the 3030 total.

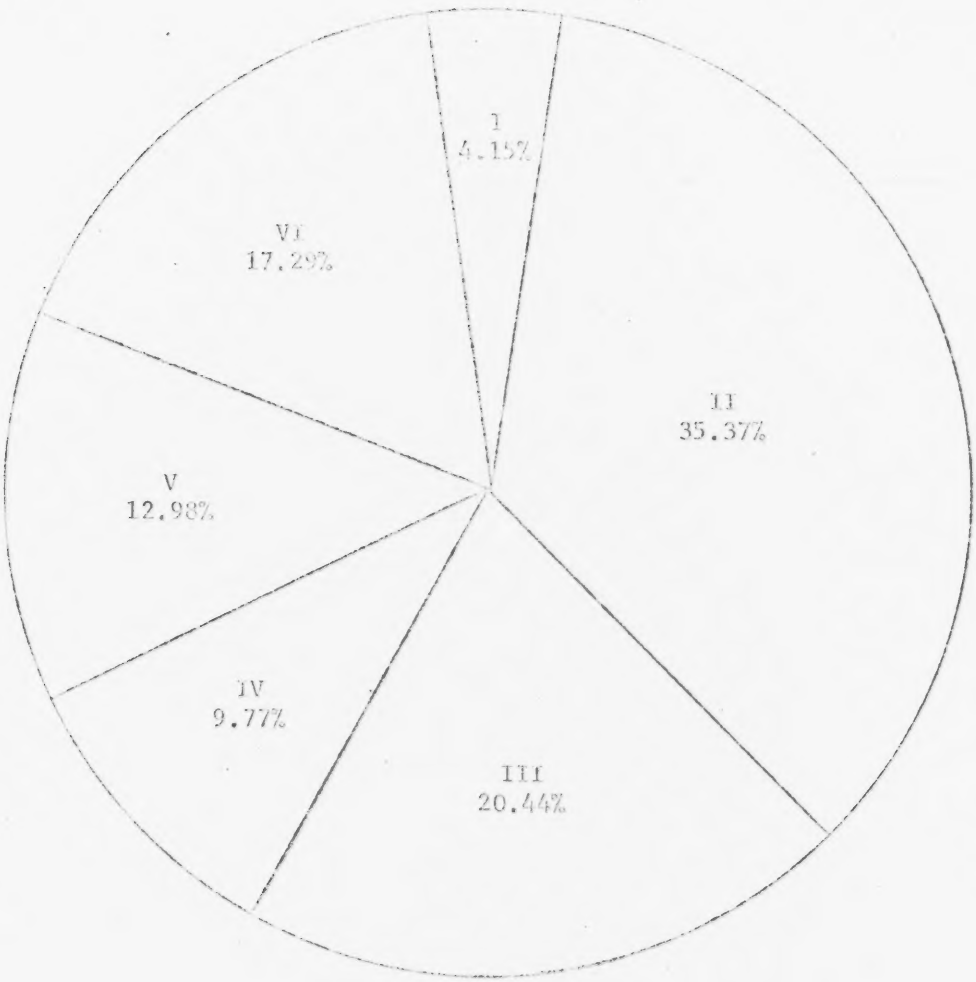


FIGURE 1: PERCENTAGE OF TOTAL REQUESTS PROCESSED BY TOPIC FROM JANUARY 1, 1972 TO JUNE 15, 1973

I.	INSTRUCTIONAL LEVELS	79
II.	CURRICULUM	673
III.	TEACHING TECHNIQUES	389
IV.	STUDENT RELATED QUESTIONS	186
V.	ADMINISTRATION	247
VI.	MISCELLANEOUS	329
	TOTAL	1903

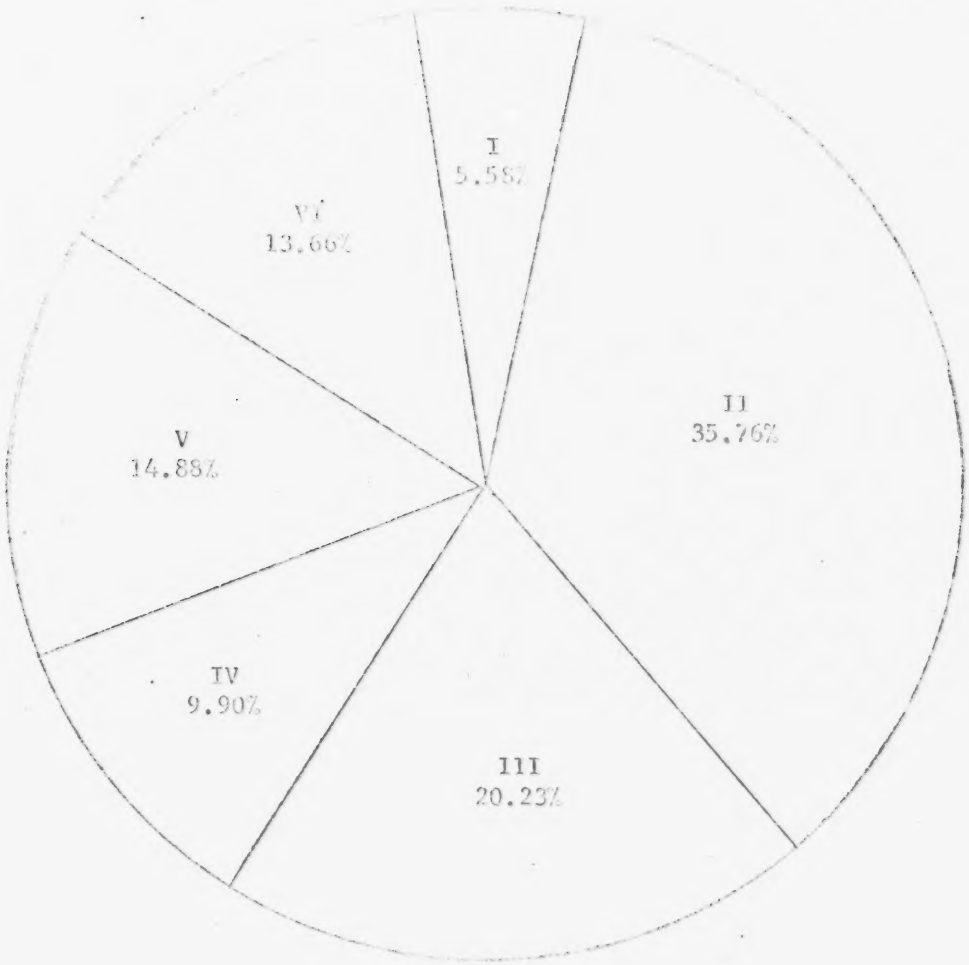


FIGURE 2: PERCENTAGE OF TOTAL REQUESTS PROCESSED BY TOPIC FROM JULY 1, 1970 TO JUNE 15, 1973

I.	INSTRUCTIONAL LEVELS	169
II.	CURRICULUM	1083
III.	TEACHING TECHNIQUES	613
IV.	STUDENT RELATED QUESTIONS	300
V.	ADMINISTRATION	451
VI.	MISCELLANEOUS	415
	TOTAL	3030

BREAKDOWN OF REQUESTS PROCESSED BY TOPIC

	January 1, 1972 Through June 15, 1973	July 1, 1970 Through June 15, 1973
I. Instructional Levels		
Preschool-Kindergarten	23	57
Elementary School	16	27
Middle and Junior High School	15	27
Secondary Schools	7	11
Higher Education	14	26
Adult Education	4	21
Total	79	169
II. Curriculum		
Curruculum-General	29	44
Art	16	28
Basic Skills	3	8
Career Education	15	15
Conservation	7	15
Driver and Safety Education	0	1
Electives	0	1
Exceptional Child	46	95
Foreign Languages	9	18
Health Education	3	5
History	11	26
Home Economics	8	9
[illegible]	5	7
Language Arts	81	124

Mathematics	93	145
Mini-Courses	8	8
Music	23	49
Office Occupations	11	22
Physical Education	19	26
Reading	149	212
Science	58	80
Social Studies	44	65
Vocational Education	35	70
Total	673	1083

III. Teaching Techniques

Audiovisual	9	16
Behavioral Objectives	9	9
Behavioral Modification	14	14
Classroom Organization	25	35
Discipline	28	48
Graded/Nongraded	17	19
Grouping	29	45
Guidance	36	77
Home Instruction/Visitation	1	4
Homework	3	5
Individualized Instruction	42	63
Instructional Materials	16	22
Instructional Media Centers	44	56
Library	5	12
Open Plan Schools	7	7
Parent/Teacher	19	37
Quality Education	32	42

Teaching Methods-General	37	64
Team Teaching	14	29
Textbooks	2	9
Total	389	613

IV. Student Related Questions

Disadvantaged	24	49
Dropouts	16	38
Drug Abuse	11	19
Learning Disabilities	46	52
Mental Ability	8	12
Self Concept	9	9
Slow Learners	15	24
Student Activism	12	13
Student Background	5	9
Student Evaluation	23	42
Student Promotion/Failure	12	22
Student Questionnaires	5	9
Unwed Mothers	0	2
Total	186	300

V. Administration

Accountability	2	2
Accreditation	2	11
Administration	12	18
Administrative Policy	7	12
Building Policy	2	3
[illegible]	1	4
Professional Personnel	27	73
Racial Questions	11	33

Record Keeping	8	12
School Board	5	13
School Buildings/Property	20	24
School Buses	4	8
School District	2	3
School Finance	39	45
School Health	0	9
School Management	7	8
School Organization	10	15
School Planning	6	8
School Policy	16	18
School Scheduling, Day	14	27
School Scheduling, Year	9	24
Teacher Education	13	43
Teacher Evaluation	30	38
Total	247	451
VI. Miscellaneous	329	414
Total - All Requests	1903	3030

PART C

TOTAL MICROFICHE AND JOURNAL AR[illegible]
ORDERED BY USER AU[illegible]

The circle graph depicts the in-depth [illegible]hical materials contained in the request packets v[illegible] and journal articles/hardcopy that were ordered. T[illegible]s the three-year duration of the Project. Micro[illegible]rgest number, 1891 out of a total of 2807.

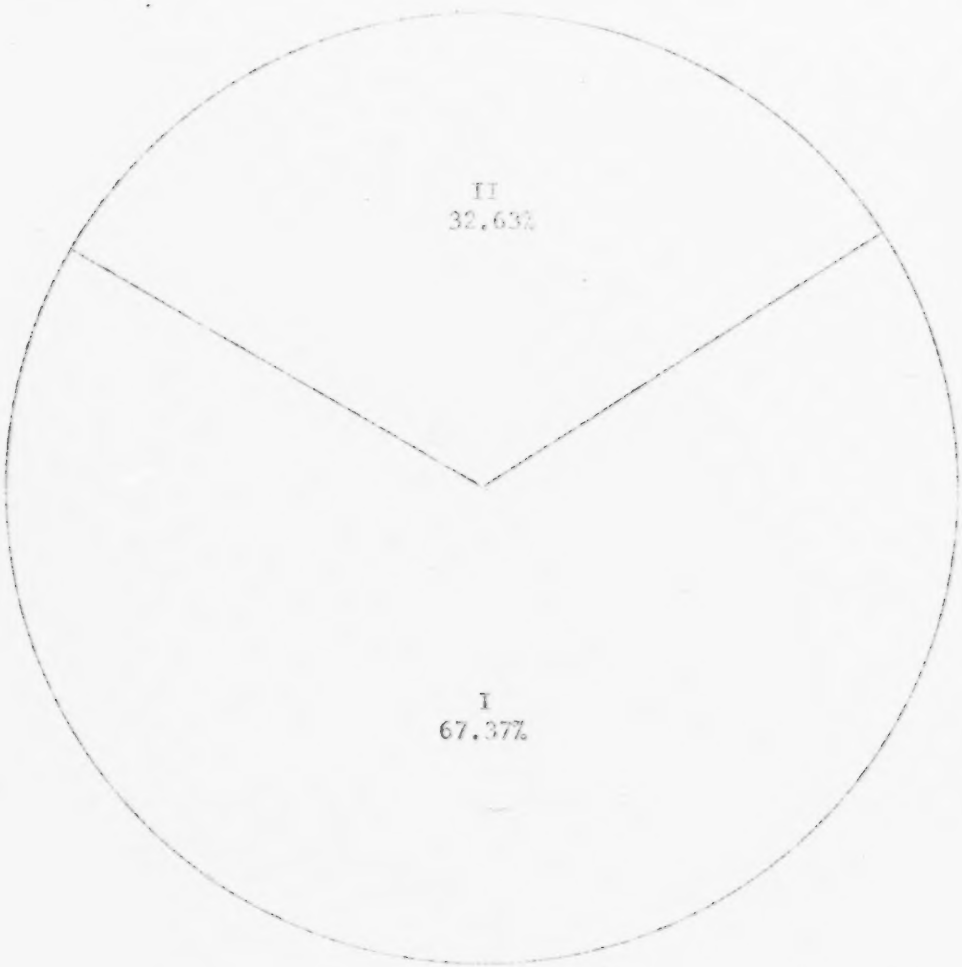


FIGURE 1: TOTAL NUMBER OF MICROFICHE AND JOURNAL ARTICLES/HARDCOPY ORDERED BY USER AUDIENCE FROM JULY 1, 1970 TO JUNE 15, 1973

I.	MICROFICHE	1891
II.	JOURNAL ARTICLES/HARDCOPY	916
	TOTAL	2807

PART D

TOTAL COMPUTER, MANUAL AND DUPLICATE SEARCHES RECEIVED AND PROCESSED

When requests were submitted to the RIU Staff, they were either encoded for the computer (to tap the ERIC files) or they were processed manually. The nature of the request topic determined which route the staff chose. In addition, requesters called for duplication of requests previously processed. The circle graph shows that of the 3030 requests processed from July 1, 1970 to June 15, 1973, 1944 or 64.1% involved a computer search.

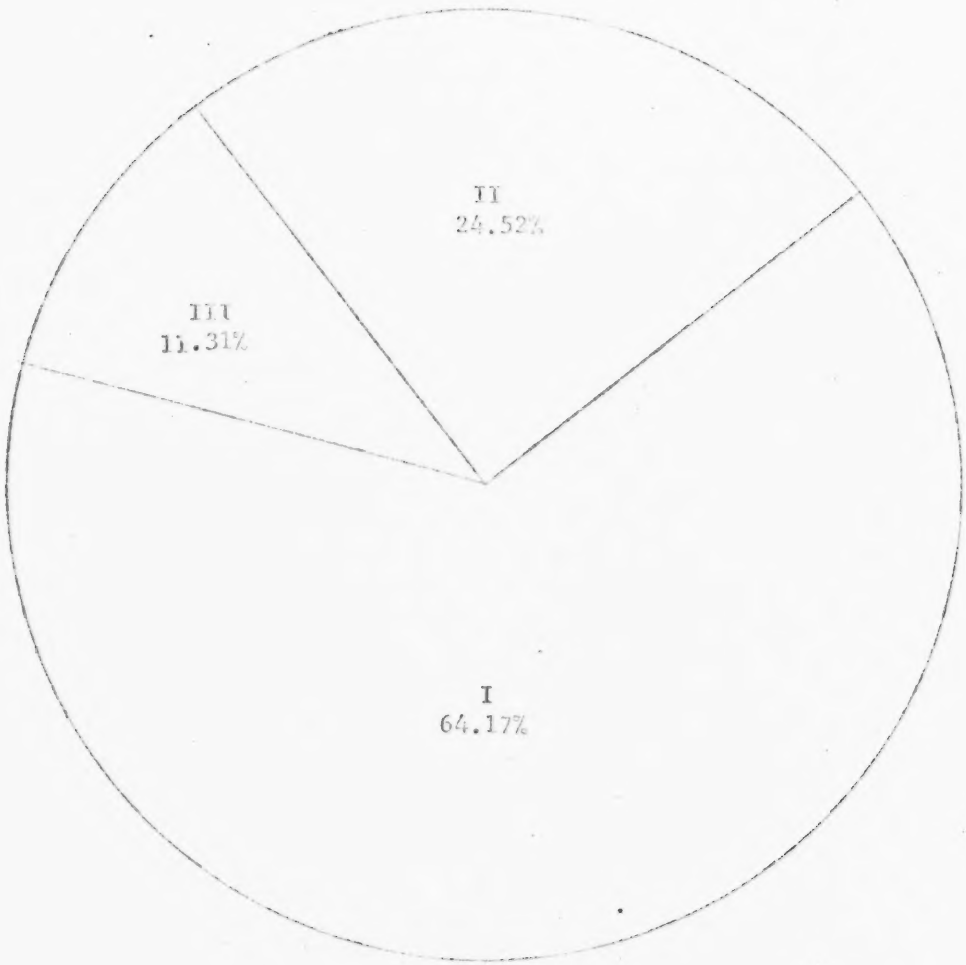


FIGURE 1: TOTAL NUMBER OF COMPUTER, MANUAL AND DUPLICATE SEARCHES RECEIVED AND PROCESSED FROM JULY 1, 1970 TO JUNE 15, 1973

I.	COMPUTER	1944
II.	MANUAL	743
III.	DUPLICATE	343
	TOTAL	3030

PART E

COST DATA: MANAGEMENT, RETRIEVAL AND FIELD SERVICE

The first circle graph shows the cost and percentage involved in the initial funding for the first eighteen months of the Project with "management" comprising 67.57% of the total cost. The second circle graph continues with the cost and percentage data; however, it is concerned with the continuation funding for the final eighteen months. Management once again comprises a similar percentage, 67.48%. The third circle graph distributes the percentage according to the total funding grant. Management once again maintained 67.52%. (Note that the retrieval cost does not include computer cost and personnel.) A complete budget breakdown is also provided.

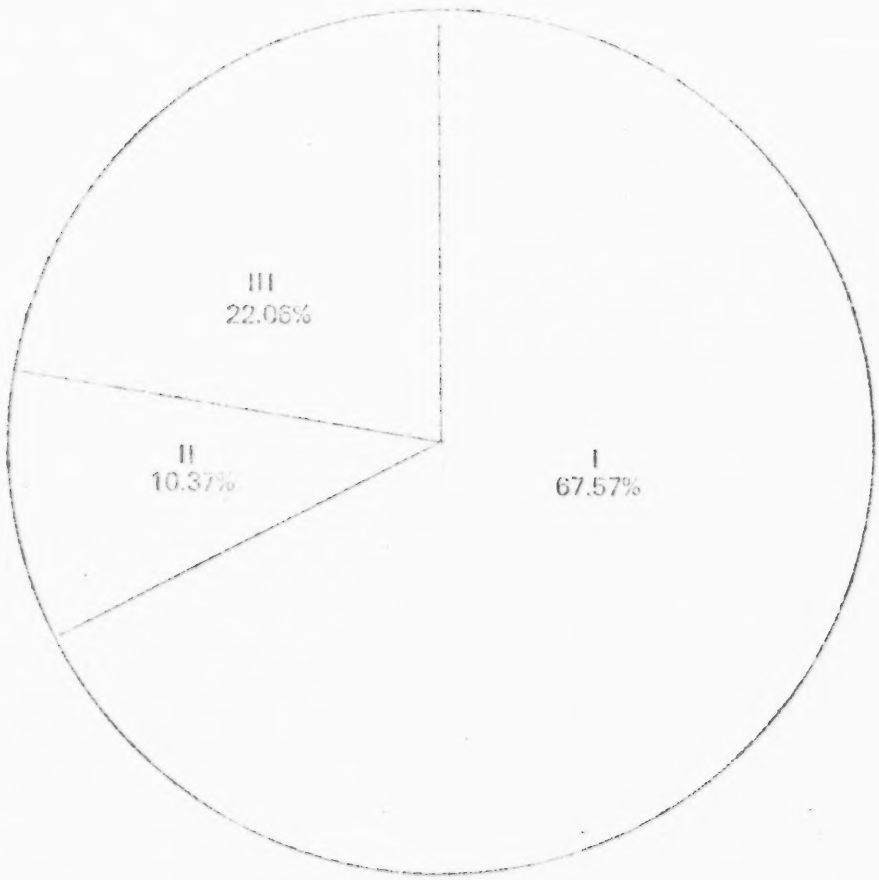


FIGURE 1
PERCENTAGE DISTRIBUTION OF INITIAL FUNDING
GRANT FOR JULY, 1970 TO DECEMBER, 1971

CATEGORY	COST	PERCENT
I. Management	$101,349	67.57
II. Retrieval	15,561	10.37
III. Field Service	33,090	22.06

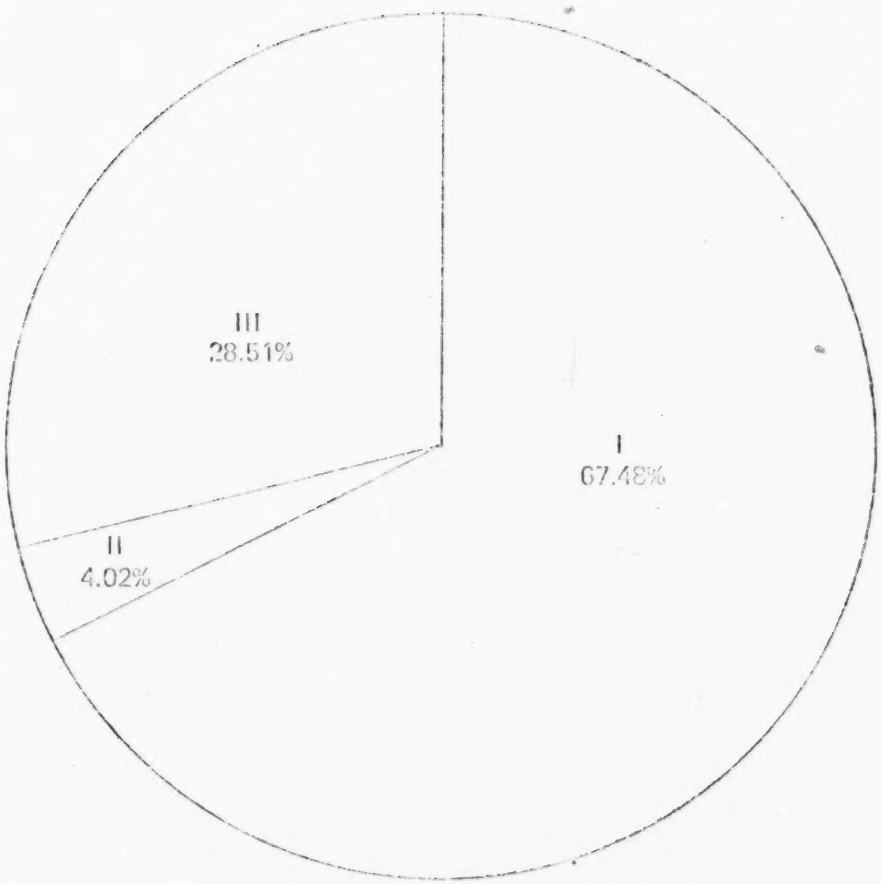


FIGURE 2
PERCENTAGE DISTRIBUTION OF CONTINUATION FUNDING
GRANT FOR JANUARY, 1972 TO JUNE, 1973

CATEGORY	COST	PERCENT
I. Management	$102,452	67.48
II. Retrieval	6,097	4.02
III. Field Service	43,282	28.51

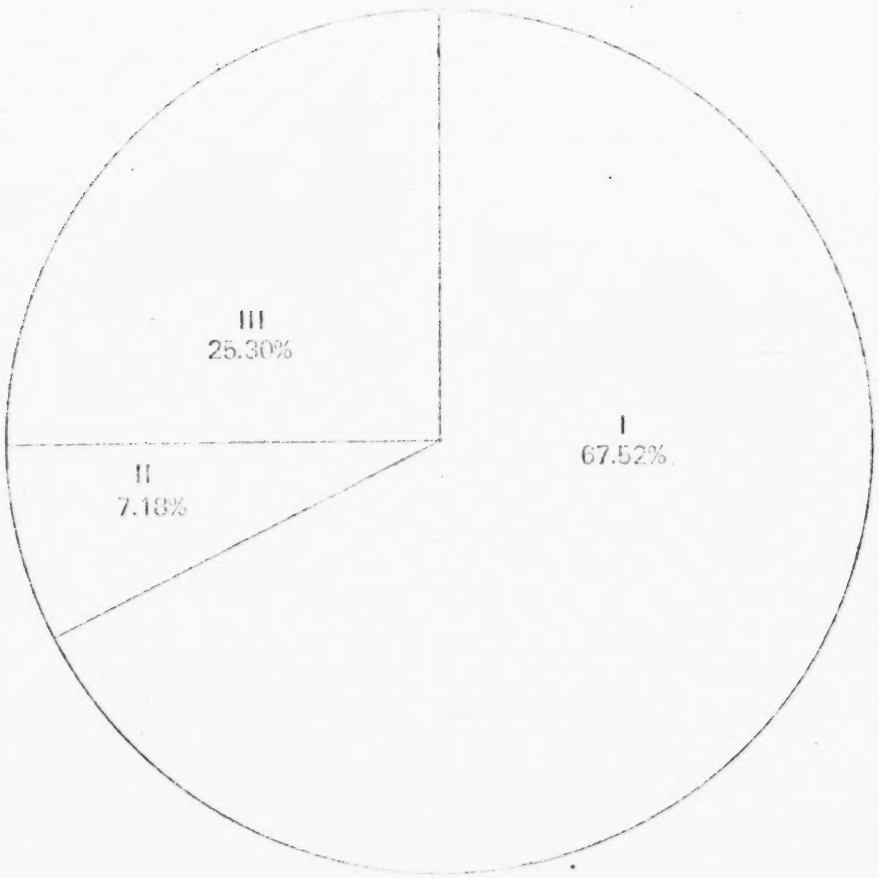


FIGURE 3
PERCENTAGE DISTRIBUTION OF TOTAL FUNDING GRANT
FOR JULY, 1970 TO JUNE, 1973

CATEGORY	COST	PERCENT
I. Management	$203,801	67.52
II. Retrieval	21,658	7.18
III. Field Service	76,372	25.30

Budget Breakdown

	July, 1970 Through December, 1971		January, 1972 Through June, 1973	
	Amount	% of Budget	Amount	% of Budget
Approved Budget	$150,000		$151,831	
I. Management				
Salaries	$ 80,374	54%	$ 97,164	64%
Temp. Help	-0-		750	.5%
Off. Equipment	12,475	8%	1,250	1%
Equipment Repairs	-0-		500	.3%
Consultants	4,000	3%	800	1%
Sur., Conf., Comm.	-0-		500	.3%
* II. Retrieval				
Office & Educ. Supp.	13,311	9%	2,737	2%
Printing	-0-		1,050	1%
Telephone	2,250	2%	2,310	2%
Income	-0-		401*	
III. Field Services				
Educ. Exten. Agents	24,840	17%	31,401	21%
Clerk III	-0-		8,388	6%
Travel	8,250	6%	3,493	2%
Total	145,500		150,744	
Plus Indirect Costs	4,500		7,569	
	150,000		158,313	
Less Carry-Over	-0-		6,081	
			152,232	
Less Income**	-0-		401	
Approved Budget	$150,000		$151,831	

* Retrieval does not include overhead costs and personnel.

** Income - received $401.61 from Far West Laboratory for travel reimbursement.

PART F

COMPARISON OF REQUESTS RECEIVED AND PROCESSED
PER MONTH JULY, 1970 THROUGH JUNE, 1973

	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1970-71	8	8	11	16	20	43	102	89	83	63	74	100
1971-72	62	50	128	101	120	43	78	109	164	122	63	110
1972-73	67	60	126	189	136	23	77	191	96	69	90	95

Chapter Four

Conclusions and Recommendations

During the three years of the State Pilot Project for Information Dissemination, the Research Information Unit experienced a proliferation of requests for research information needed for day-to-day planning and the development of activities that were crucial to the operation of educational programs.

Therefore, the services of the Research Information Unit are the basis for the Conclusions and Recommendations Section of this Final Report.

Conclusions

Conclusions are presented in terms of access routes to RIU services, the Research Information Packet, and the charges established for RIU services.

Routes to RIU Services

Access routes to the Research Information Unit have become more numerous over the past eighteen months of RIU service than in the beginning eighteen months.

There are presently at least six means of access from the educator in South Carolina to this information service.

First, there is the most frequently used access route to the service: that of the requester channeling his request directly through his district representative to RIU. (He may phone his district representative or

Another frequently used access to the service is that channel by which the requester transmits his request directly through the Educational Extension Agent in his district.

There is also the means of access which a faculty member uses when he gives his request to his building representative (often the librarian) who channels the request through either the district representative or local extension agent.

Two Area Extension Agents, working out of the Research Information Unit also bring requests directly in to RIU from district representatives, building representatives and sometimes from individual clients such as teachers or district consultants.

A most recent access to the service has been from the undergraduate or graduate student or college faculty member through the State Library to RIU. Student utilization of this service involves $15.00 per computer search.

Returning of the request package follows much the same channel as the above stated means of submitting requests. The majority of requests are returned via mail from RIU to local district representatives or local extension agents. District representatives or agents then return the requests either in person or by office mail. The personally returned request may be accompanied by a brief explanation of package contents and ordering procedures. The mailed package may be succeeded by a follow-up visit to take an order for further materials.

Those packages returned by the Area Extension Agents (those two

along with a detailed explanatory letter highlighting most relevant sections of the package. These mailed packages are then followed up with a visit by the Area Agent to take orders, to further assist the client, and to receive initial reactions to the package contents.

The request packages to be returned to college and graduate students and university faculty are delivered to the State Library and returned through the same channel from which they were submitted.

The Packet of Research Information

A special study for each request is completed by the retrieval staff in order to assimilate those materials geared specifically to the individual needs of each requester. The data base from which information for requests is gleaned includes the following sources:

(1) A computer search of the ERIC (Educational Resources Information Center) files is instigated with abstracts of educational documents being provided for the requester. After he has read the abstracts and selected those most relevant to his needs, the Research Information Unit will send him the microfiche (or hardcopy) of the entire document.

(2) A bibliography of journal articles related to the request is sent to the requester along with any other material which might prove useful, e. g., a PREP (Putting Research into Educational Practice) packet from the Office of Education in Washington, D. C., which deals with a specialized area of study in the educational field, e. g., paraprofessional aides.

(3) Available information sources are utilized through the S. C. State Library which provides access to every library at any State-supported institution, to every county library within the State, and through inter-library loan, to every library system throughout the country.

(4) Consultants within the field of education provide valuable input as to the need for materials.

The packet which is returned in response to each request is a "thought-stimulating" package rather than a clear-cut answer to a problem. Various approaches to the problem are presented including theoretical material, concrete programs which have actually been proven successful or unsuccessful in classrooms, schools or districts, and opposing viewpoints taken by educators regarding the particular problem.

In addition, information packages have been used to change teaching techniques, to change administrative policy, to write federal projects and to upgrade professional knowledge.

Charges for RIU Services

1. Charge for retrieval service in response to a request.

The retrieval service is free to all personnel employed by a local school district in South Carolina. Approval for this service must be given either by a designated district representative or by the Chief Supervisor, Research Utilization Section.

Employees of the State Department of Education may request retrieval service free-of-charge. Approval for this service must be given by the requester's director.

Employees of State technical education institutions may request free retrieval service through the Technical Education Commission.

Employees or students at colleges, universities or private schools must process requests for retrieval service through the South Carolina State Library. Requesters are charged fifteen dollars ($15.00) for this service.

Miscellaneous requests from individuals who do not fit into one of the above categories are processed either by the RIU or by the State Library according to the discretion of

II. Charge for microfiche and journal articles.

All individuals requesting copies of journal articles or microfiche from the Research Information Unit are charged for this service. Articles cost $.10/page; microfiche costs $.10/card. Exceptions to this policy are at the discretion of the Director, Office of Research, and the Chief Supervisor, Research Utilization Section.

Recommendations

Recommendations are presented in terms of cooperative planning efforts between the SEA and LEA pertinent to the utilization of research information.

1. The Information Dissemination System Concept should be viewed as a "partnership" of the total educational community and must embody the spirit of improving education throughout the State.

2. An information center serving school districts should provide for immediate retrieval, dissemination and utilization of information to assist school districts in needs assessment, decision making and training to facilitate needs identification.

3. The information center should be designed to encourage, assist and facilitate needs of educators through designated State and local agents to provide for systematic comprehensive educational change at the State and local levels.

4. The information center should be disigned to encourage, assist and facilitate needs of educators through designated State and local agents to provide for systematic comprehensive educational change at the State and local levels.

5. The role and function of an educational extension agent is a helping one, in providing alternative approaches to educational decision making in response to specified needs. This role and function is expressed in Dean K. Tantini's statement:

"At one time during the Sixties I considered myself a change agent. That is, I had a certain concept of reform--say like team teaching or educational technology, and I would go into a school system and try and manipulate the situation so it would come out my way. Now I feel this is a wrong strategy to use. We must stop pushing people around even though it is being done inadvertently, even though it is being done in the name of reform. It never worked in the past, and I fear it will never work in the future because the strategy was wrong. The idea of providing alternative learning options is based on an entirely different conception of change. For, rather than 'pushing people around,' you provide options that attract people to them. They choose."

Mario Fantini, Dean
School of Education
State University of New York

APPENDIX A

Case Studies--Facilitation of Information Services

1. RIU and Title III Coordination
2. Area Educational Extension Agent
   a. District Representative
   b. Locally-Funded Educational Extension Agent

CASE STUDY 1: RIU AND TITLE III COORDINATION

RIU and Title III Coordination

In September, 1972, three retrieval staff members participated in district workshops sponsored by State Department Title III personnel. The Title III personnel conducted the workshops, giving guidelines on proposal-writing to district federal coordinators; staff members explained the RIU service as one way of securing background research information for proposals. Approximately thirty requests for information specifically targeted for Title III proposals were received by the Unit within a few weeks after these presentations. The requests were completed and distributed well ahead of December 1, the deadline for the submission of federal and state proposals.

Follow-up was conducted for one of these requests to determine the significance of RIU and Title III coordination. In response to the goals of the State-adopted five year plan, this particular district had decided to develop programs for the handicapped. Their federal coordinator requested information from the Research Information Unit concerning a structured curriculum for the emotionally handicapped. A package of materials (consisting mainly of computer printouts from the ERIC files) was returned to the requester. The district proposal writer used this data to confirm the nationwide effectiveness of a particular curriculum model in which

A proposal was written and funded; this now-ill-served program for the

emotionally handicapped will be operational as of July 1, 1973. This case study exemplifies one instance in which the Research Information Unit has cooperated with other offices and programs in the Department to provide technical assistance to the districts.

CASE STUDY 2: AREA EDUCATIONAL EXTENSION AGENT

Area Educational Extension Agent

a. District Representative

In March, 1972, the North Area Agent met with the District Representative in Anderson District #5 to plan toward future expansion of the RIU service in his district. These plans took shape around the preferences of the District Representative, for he knew those types of presentations which could most benefit his district.

At the time of this planning meeting, Anderson School District #5 had submitted a total of five requests over the preceding year. These requests had originated strictly from the central office supervisory and consultant staff. The District Representative described in detail the use of one particular request packet in the setting up of a districtwide program.

> "Early in the school year I requested the State Department of Education, Research Information Unit, to send me some material on self-concept in school achievement -- the district in-service theme for 1972-73. A very comprehensive and up-to-date packet of material including research abstracts, descriptions of journal articles, annotated bibliographies, and selected publications were provided by the Unit. Materials from this packet were studied by members of the district Professional Development Committee who selected items for duplication and distribution to teachers. The self-concept-self report and observations inventories that were included in the packet have been used throughout the district in assessing development of pupil self-concept. The RIU material has guided many teachers, principals, and supervisors in the districts in the study of ways to improve pupil self-concept during the year."

Because of his feeling that two or three central office staff members had already benefitted substantially from the use of the service, the District Representative chose to schedule an RIU presentation in April for the entire central office staff. He felt that those central staff members who were unfamiliar with the service should be exposed to it and could benefit from the use of it. He also chose to schedule a presentation for faculty representatives (one from each school), for he felt that each should be exposed to the availability of the RIU for aid in their day-to-day planning and problem solving.

Both of these presentations were scheduled for the same day in April. The district representative took the responsibility for setting them up, sending out detailed explanatory memos (See pages 5 and 6). Assistance was given to him by the North Area Agent during the actual presentations.

At the close of the central office staff presentation, nine requests were submitted. The central office staff was responsive and indicated a desire to publicize the availibility of the service to teachers and districtwide personnel during the next school year.

During the faculty representatives presentations, the district representative urged strongly that each faculty representative create awareness among his school faculty of the availability of the RIU service. This group of representatives was equally as responsive as the central office staff group. They recommended suggestions for publicity brochure ideas that might be helpful in publicizing the service to their individual schools. This group submitted four requests at the close of the presentation, one of which was to be duplicated in multiple copies for use districtwide. (This was a request concerning the setting up of learning centers in elementary school classrooms -- grades 1-6).

The Anderson #5 District Representative's plans for the expansion of the RIU service during the next school year include a focus on the use of building representatives and central office staff to encourage the further usage of the service.

Copy to Mr. Frank Coleman

TO: [illegible]

FROM: James P. [illegible], Director of Instruction

DATE: April 23, 1970

Miss Eileen Folger, Area Communication Specialist with the State Department of Education Research Information Unit, will be in the District on [illegible], April 26, to discuss possible [illegible] of the RIU for this school district. The RIU will provide, free and [illegible] services and materials for all phases of the school program with special attention to curriculum development, [illegible] planning, and in-service education programs. Since I have used the services of the RIU this year for our district-wide in-service education meetings on self-concept development, I am aware of the value of the services, and I would like for each school faculty to be informed about the potential assistance that is offered by the State Department of Education through this unit.

In order to acquaint the schools in the district with the RIU program, I am scheduling a meeting for Thursday, April 26, from 2:30-3:30 p.m. in the Library for school representatives. Will you please have a representative from your school attend this meeting to receive the information for your faculty? The representative may be you, a teacher, a librarian, or other faculty or staff member.

At the next teachers' meeting in your school following Miss Folger's meeting with us, please give your representative some time to talk about the RIU program. I believe that your faculty as a group and many individual teachers (especially those who are pursuing graduate degrees) will find the services of the RIU most useful.

Your cooperation in having a representative from your school at this meeting will be appreciated.

J.P.H.

cc:

TO:

FROM: James P. McAfee, Director of Instruction

DATE: April 23, 1973

Miss Hilma Folger, Area Communication Specialist with the State Department of Education Research Information Unit, will be in the district on Thursday, April 26, to discuss the possible services of the Research Information Unit to the school district for the remainder of this year and for next year. Miss Folger will present information on research information services that may be useful in curriculum development, instructional planning, in-service education programs, and special services projects. She will also explain the procedures to be used in requesting research information from the State Department of Education.

Since we have used the services of RIU very beneficially this year for information for our district in-service education program, I am aware of the value of the program, and I am scheduling a meeting for key instructional services staff members on Thursday morning, April 26, at 10:30 a.m. in the Library. I consider this meeting important enough to request that you please arrange your schedule to attend this meeting. The meeting should last approximately one hour.

J.P.M.

msc

b. Locally Funded Educational Extension Agent

The local Extension Agent in Laurens School District #55 was initially contacted on the first of November by the North Area Extension Agent. This contact consisted of a meeting in which the two discussed methods of presentation of the RIU service, publicizing the service districtwide, and request negotiation.

The local Agent from Laurens #55 then planned a presentation of the RIU service for the principals in her district for the next week. The Area Extension Agent assisted the Laurens Agent in this presentation by providing an RIU slide/tape production and by answering questions concerning the State level operation of the service. The bulk of the presentation was, however, well executed by the local Agent herself. She was able to relate the service to the specific needs of Laurens educators. The results of this presentation were: (1) several principals submitted requests at the end of the meeting; (2) several principals at the close of the meeting, scheduled future presentations for the local agent at their individual schools; (3) within the next month, the remaining principals all scheduled future presentations for the local agent at their schools.

Within the period from November - April, 1972, the Laurens Agent conducted presentations of the RIU service at all of the schools in Laurens #55. In these sessions the Agent demonstrated a modified version of the slide/tape presentation; she explained and showed a model RIU package; and she presented an explanatory handout (Pages 11 - 12) to each of the teachers. This handout was designed by the local Agent to suit the needs of Laurens District #55. At the end of each presentation in each school, a request was negotiated. The following is a listing of the number of requests taken in each Laurens

...55 school as well as a breakdown of type of requester in each school:

Routing of Requests Processed for RIU 8/31/72 - 5/11/73

Hickory Tavern	10	6 T 4 P *
Laurens Co. Car	3	3 T
Laurens Primary	4	4 T
Sanders Middle	8	8 T
Laurens Junior High	4	2 T 2 P
Laurens High School	2	2 T
Ford	12	11 T 1 P
Pleasant View Primary	3	3 T
Cray Court - Owings	5	4 T 1 P
District Office	10	
Others	3	
Total Number of Requests = 64		

*T Teacher request
P Principal request

The local Extension Agent was assisted by the Area Agent in one of the school presentations, but the local Agent carried the major responsibility for this presentation. Following the presentation, the local and area Agents divided the group of teachers in half, so that each Agent took one small group for request negotiation.

In the elementary, middle, and junior high schools, the size of group presentations ranged from eight to 24, and averaged about twenty. The high school presentation was the only massive group presentation, (eighty teachers). It was necessary to present the RIU service to this large faculty collectively because other schedule conflicts prevented breaking them down into smaller groups.

...packages, the Laurens #55 Agent undertook one final project for the

1972-73 school year. This follow-up study was designed to determine varying types of requester utilization. As a part of this study follow-up, questionnaires devised by the local Agent were sent out to the 64 Laurens requesters. A sample of the questionnaire form is located on page 10. As a result of the follow-up questionnaires, several requesters sent back additional requests they wished to submit.

Dear Teacher or Librarian:

Earlier this year you placed a request for information which was to be mailed to the Extension Education Unit. Would you take a minute to jot down your reactions to the following questions.

Yes or No — The information received was very valuable and helped me in my work.

Yes or No — The information was not detailed enough and I need more. Be specific.

_____

_____

_____

Yes or No — The service is useful to me and I would hope to utilize it again in the future.

Yes or No — Do you have any further requests for information that you would like to submit? If checked yes, I will see you for your exact needs in phrasing the request.

In what further ways could your Education Extension Agent, Mrs. Edith Davis, help you?

_____

_____

_____

_____

_____

Teacher or other Requester _____

School _____

43 checklists out
29 returned as of 5-21-75

3 said information was not helpful

6 requested aid for additional requests as a result of the questionaire

COMMUNICATION SPECIALIST... What can the specialist do for you?

Mrs. Faith H. Cook is serving as Communication Specialist for Laurens District 55 and is located in offices in the District Office. She may be contacted by telephone, in person or an appointment can be made for a conference at any time during the school day. Your principal will aid you in setting a time appropriate for a conference.

WHAT IS THE PURPOSE OF A COMMUNICATIONS SPECIALIST?

Each individual with special skills performs one part of her duties working with her district to facilitate the two-way flow of information between the Research Information Unit in the S.C. State Department of Education and the local district. She will assist in the utilization of education research to help solve local educational needs.

WHAT CAN THE COMMUNICATION HELP YOU?

Specific duties may include:

- helping the local educator to identify educational problems
- preparing the educator's requests for information
- helping the educator to develop approaches and plans to problem-solving or innovations
- assisting the local educators to utilize the data package
- helping to plan and/or implement the research information

WHAT IS THE RESEARCH INFORMATION UNIT?

It is an office in the S.C. State Department of Education. The RIU has access to computer facilities within the Department. The complete Educational Resources Information Center (ERIC) and Current Index to Journals in Education files are searched by the computer to locate documents relevant to the request.

In addition, manual searches are conducted on each request to find related materials from the unit's general files, other offices within the State Department, and the State Library system.

WHO MAY USE THE SERVICES OF THE RESEARCH INFORMATION UNIT?

The services are available to any educator in the Laurens County District 55 system. Student teachers working within the system will also have access.

WHAT SERVICES ARE AVAILABLE FROM THE RESEARCH UNIT?

Any information available in the unit is open to the user.

1. JOURNAL SEARCHES - these are searches of education publications indexed in the Current Index to Journals of Education and the Education Index.

2. [illegible] are people specializing in non-technical subjects [illegible] for example, how to integrate a multicultural emphasis into your classroom.

3. [illegible] consists of small microfiche from the National Education Resources Information Center (ERIC) describing results of materials or experimental programs in any educational area. A microfiche reader is available in the District Office.

4. [illegible]. This service provides information obtained from State consultants or actual on-the-spot visits by those consultants to your school.

5. [illegible] PRACTICES. This involves descriptions of successful programs which have been implemented in South Carolina and relate to your educational area in Laurens.

WILL I BE ABLE TO USE THIS INFORMATION OR WILL IT BE TOO TECHNICAL TO UNDERSTAND AND INTERPRET?

Most of the time the information supplied is of a non-technical nature and is easily understood and applied. In addition, the Communication Specialist returns the information to you and helps interpret and explain the findings.

IS THERE ANY LIMIT TO THE TOPICS THAT I MAY REQUEST?

No, the request can be for anything relating to education from discipline to individualizing instruction in the classroom.

HOW DO I MAKE A REQUEST FOR INFORMATION?

Contact Mrs. Faith Cook at the District Office, 984-5014. She will assist you in formulating your request and in preparing the information to be sent to the Research Information Unit. She will take the request by phone or come to your school and talk with you concerning the matter.

HOW LONG WILL IT TAKE TO RECEIVE THE INFORMATION?

You should receive a reply within two weeks of your request.

MUST I USE THIS INFORMATION AFTER I RECEIVE IT?

You are requested to read the information. The use of the information will be left entirely up to you.

APPENDIX B

Case Studies--Utilization of Information Package

1. Assistant Superintendent of Personnel
2. Assistant High School Principal
3. Elementary Classroom Teacher

CASE STUDY 1: ASSISTANT SUPERINTENDENT OF PERSONNEL

Request: "Sabbatical leave policy for professional personnel in school districts"

Requester: Assistant Superintendent for Personnel

A request was submitted to RIU in July, 1972 from an assistant superintendent for personnel in a school district office. This request concerned "Sabbatical leave policies for professional personnel in school districts in southeastern states." The prime concern was for this type of information related to districts maintaining student populations of approximately 60,000 and professional personnel populations of approximately 3,000.

An initial set of materials was compiled for this request and conveyed to the requester. At this time a planning meeting was held in the district office. At this meeting the North Area Communication Specialist from RIU discussed the contents of the package with the assistant superintendent for personnel, the director of staff relations, the director of staff development, and the director of budget planning and internal auditing. The applicability of the material to the requester's needs was analyzed. The four district personnel concluded that certain parts of the package were most applicable to their information needs on sabbatical leave policies. However, certain further information needs were discussed, and as a result of stating these additional needs, the request on sabbatical leave was narrowed down and to an extent, negotiated.

From this negotiated request the Area Communication Specialist determined the following additional problem statements concerning the request: (1) the type of sabbatical leave policy in which this district requester is interested which the sabbatical leave to probe

staff members to pursue programs of study and (2) for each set of materials gathered from a particular school district, the following items on sabbatical leave were desired; enrollment of district, purposes for which leave is granted, factors affecting approval of sabbatical leave, maximum number of teachers granted each year, salary arrangements for personnel on sabbatical leave and conditions upon return from sabbatical leave.

After conveying the negotiated request to RIU, further materials was gathered which pertained more specifically to the needs as stated above in the narrowed-down problem statement.

Materials in the package were compiled from sabbatical leave policies in the following southeastern districts: Caddo Parish School District in Shreveport, Louisiana; Memphis City School System in Memphis, Tennessee; DeKalb School System in DeKalb County, Georgia; Broward County School District in Broward County, Florida; Dade County School System in Miami, Florida; Montgomery County Public Schools in Norfolk, Virginia; Winston-Salem/Forsyth County Schools in Winston-Salem, North Carolina; Anderson District 5 Public Schools in Anderson, South Carolina. In addition materials were included from school districts in Alabama, Arkansas and Mississippi.

Upon completing a study of the descriptions of varied sabbatical leave programs operating in the Southeast (as supplied in the package of data from DTT), the assistant superintendent reported to the Board of Trustees the following information:

The Board of Trustees
The School District

Gentlemen:

At your meeting on July 11, 1972, you requested that a study be made to consider the feasibility of subsidizing those faculty members wishing to get advanced degrees or to take advanced studies. It was suggested that information be collected from districts similar to the School District of Greenville County and that a report be made to the Board of Trustees at its September meeting.

The Research Information Unit of the State Department of Education was asked to survey the southeastern United States to find out what school districts provide sabbatical leave in their board policies and what stipulations are written into them. From this source it was learned that a relatively small number of school districts in the southeastern region have included this kind of leave in their personnel policies.

In addition, several school systems responded to a direct request from our office on sabbatical leave policies currently operating in their districts. Since the rules and regulations governing sabbatical leaves proved quite similar in most districts, a copy of one response is included here to give you some idea of how a plan might be administered.

The most significant information was located in a report from Educational Research Service of the A.A.S.A. of a study made in 1965 on Sabbatical Leave Provisions for Classroom Teachers in Larger School Systems. Questionnaires were sent to 150 of the largest school systems in the country. Of this number, 48 were sent to school systems with an enrollment of 50,000 to 100,000. There were 38 out of the 48 which responded; and of those 38 systems, 24 reported policies providing for sabbatical leave.

After analyzing the information available, it was decided to select school districts located in the South and Southeast for the purposes of this study. Several of these districts are in the 50,000 to 100,000 enrollment category although they range in size from the relatively small district in Anderson, S. C. to the very large Dade County, Florida system. The following chart lists at a glance the major provisions in the policies of the districts studied by us: (1) the purposes for which sabbatical leaves may be granted, (2) how the district selects those to whom leaves are granted, (3) how the district pays for leaves, and (4) the agreement on what obligations to the district the employee must meet.

[illegible]	[illegible] ment	[illegible] which sabbatical leave is granted	[illegible] of leave	[illegible] on leave per year	[illegible] arrangements
[illegible]	10,000	Professional study	Continuous service at least three years and approval of the Superintendent	1% of teaching staff	½ salary
[illegible]	25,000	Advanced study	Seven consecutive full years of uninterrupted service	Maximum of four leaves per year	Stipend equal to the average teacher salary for that year or actual salary which ever is lower
[illegible]	85,000	Professional study; travel	Seven years service; nature of proposed study program or travel itinerary	½ of 1% of professional staff	½ salary; no advancement on schedule while on leave
[illegible]	200,000	Professional study; travel	Three years satisfactory service	1% of total number of teaching positions	¾ salary for study; ½ salary for travel
[illegible]	80,000	Graduate study for doctoral degree	7 years' service; distribution among schools; age (no less than 4 years from retirement)	3 professional employees each year	½ salary
[illegible]	55,000	Formal or independent study; research; writing; travel; health	3 years' service for one semester, 6 years for two semesters; seniority; age	5% of teachers	½ salary; or difference between regular salary and substitute pay
[illegible]	125,000	Professional study	7 full consecutive uninterrupted years service	1% of instructional staff	50% salary or 60% if agree to 2 years after leave
[illegible]	95,00	Professional study; foreign travel	7 years' service; seniority	2% of teaching staff	½ salary
[illegible]	125,000	Graduate study; travel	7 years' service	10 persons per year	½ salary

District	Approx. enrollment	Purposes for which sabbatical leave is granted	Services required and other factors effecting approval of leave	Percent or actual number on leave per year	Salary
Norfolk, Virginia	60,000	Professional study	7 years' service	1% of instructional staff	½ salary
Richmond, Virginia	47,000	Professional study; travel; health	4 years' service	1% of total instructional staff	3/5 salary
Forsyth County, Winston Salem, N. C.	50,000	Professional study (leave limited to 6 months)	Length of service; M. A. degree; Probability of continued service; possible contribution to system	10 teachers each year	$250 per month

Dade County also has a separate policy on sabbaticals for administrators. Essentially same provisions as for teachers except that 3% of administrative positions may be granted leave and in addition the Superintendent may award up to [illegible] at his discretion.

ARTICLE VII-C

LEAVES OF ABSENCE FOR PERSONAL REASONS AND
ABSENCE FOR RELIGIOUS OBSERVANCE

A. SABBATICAL LEAVES

Extended leave of absence ("Sabbatical leave") may be granted for a period of one (1) term for purposes of study, travel, rest or other acceptable purpose to members of the professional staff who have completed at least seven years of satisfactory service in the Long Beach public schools, on the following conditions:

(1) As a general rule, not more than four members of the professional staff from the elementary schools and four members of the professional staff from the secondary schools shall be absent on sabbatical leave at the same time.

(2) Preference will be given to applications for sabbatical leave on the basis of seniority of service.

(3) No sabbatical leave will be granted for a portion of a term.

(4) Application for sabbatical leave shall be made in writing to the Superintendent of Schools not later than February 1st for September leaves and October 1st for February leaves, and shall state fully the purpose(s) for which leave is requested.

(5) For the period of sabbatical leave, the member shall be compensated at the rate of not more than one-half of his regular annual salary.

(6) It shall be a condition to the granting of sabbatical leave that a member granted the same shall not voluntarily leave the Long Beach School System for a period of two years following the expiration of such leave.

(7) The Board reserves the right to reject any and all requests for sabbatical leave. (Sub. 7 Sec. 2509 Ed Law)

(8) Members who apply for sabbatical leave will be notified as to granting or rejection of such leave as follows:
   (a) Request for a September sabbatical shall be notified by April 1st;
   (b) Requests for a February sabbatical shall be notified by December 1st.

(9) The said sabbatical leave may be extended for a period of one additional term to a member who has completed at least fourteen (14) years of satisfactory service, upon the same compensation terms and conditions as hereinabove for the initial term.

(10) That anything to the contrary notwithstanding, the Board may grant a sabbatical leave to a member, who has completed at least ten consecutive years of service, for full-time international study or activities, as may be approved by the Superintendent, and may provide: (a) for a period of one term at the rate of his full regular annual salary, or (b) for a period

of one year at the rate of one-half of his regular annual salary. Further, any member of the teaching or supervisory staff who has completed fourteen (14) or more years of satisfactory service may be granted a one year leave for the aforedefined purposes, at a compensation not to exceed the rate of three-fourths of his regular annual salary.

(11) In no event shall any leave or leaves, of whatsoever kind or kinds, be granted which, together with any prior leave, shall exceed one year or two terms.

B. LEAVES FOR PRINCIPALS

That anything to the contrary notwithstanding, the Board may grant to any member of the professional staff who has served at least 33 years in our school district of which at least 12 years shall have been as a principal of the school, and who had not availed himself of any sabbatical leave (as same is defined in the By-Laws), and extended leave not to exceed one year, at the rate of his full regular annual salary, in effect immediately preceding such leave, provided written request for such leave shall be given to the Superintendent of Schools not less than 150 days prior to such leave.

In considering the feasibility of such a plan for the School District of [illegible] County, it is suggested that the purpose for which sabbatical leave might be granted would be for graduate study above the Master's degree and in a doctoral program.

By 1973 we expect that approximately 750 of our professional staff will have the Master's degree. If a 7 year service requirement were adopted, it is estimated that about 500 would qualify. If the number of grants is limited to 1% of those eligible, five sabbatical leaves could be awarded. At one-half salary it would cost the district from local funds approximately $30,000 per year for such a program. Better financial planning and control could be maintained by having a fixed number that could be granted each year. In any case, it would be wise to require a written agreement in which the recipient is obligated to serve the district for a fixed period of time after a sabbatical leave or to repay the money which has been invested in him.

Recommendation

It is becoming increasingly apparent that in the near future our entire package of fringe benefits will have to be reconsidered. As personnel and conditions in the district change, an analysis is needed to determine the extent to which the amount of money being spent on fringe benefits is meeting the need in this area. It is possible that some priorities might need rearranging before additional monies are allocated for sabbatical leaves or other benefits. It is, therefore, the recommendation of the administration that consideration of the information in this report be deferred and included in a review of all fringe benefits provided the professional personnel in this district. A period of about six months will be required for the activation of a committee of classroom teachers to work with the administration and for arrival at recommendations for your consideration.

Respectfully submitted,

Assistant Superintendent
for Personnel

The Board of Trustees later approved the following program for a sabbatical leave policy for the professional personnel in this school district.

Leaves of Absence

Eligibility

To be eligible to apply for sabbatical leave, a person must be a certificated staff member of The School District of Greenville County, must have completed at least seven continuous years of satisfactory service, and must have served at least seven years since last on sabbatical leave. Dates for sabbatical leave will be set by the Superintendent and the Board of Trustees after applications have been screened by the Review Committee.

Term

The term for sabbatical leave shall be either one semester or one school year. One school year means the term of a normal academic year.

Salary

Staff members granted sabbatical leave will be placed on one-half average teacher salary for the calendar year in which the leave is granted or one-half the actual salary the person would receive in a staff position, whichever is lower. A staff member on sabbatical leave may receive (1) a scholarship or fellowship and a sabbatical stipend; or (2) remuneration for work experience approved in advance by the Superintendent and a sabbatical stipend provided that the total (including dependency allowances) does not exceed the annual salary for full-time staff work. If appropriate, the sabbatical leave stipend will be reduced by an amount which would bring the total sabbatical leave stipend and the income from approved work experience of the staff member on leave to the same amount he would have had in full-time work. This rate of pay will be in force on a pro rata basis for the months the person is on leave.

Agreement for Sabbatical

Any staff member granted sabbatical leave shall agree in writing to return to The School District of Greenville County and serve at least three additional years. If the staff member does not return to The School District of Greenville County, he will refund the full sum of money he received during his sabbatical leave. If the staff member returns for only one year, he will be required to repay two-thirds of the money paid to him. If the staff member returns for only two years, he will be required to repay one-third of the money paid to him. Failure of a staff member to return and render service or to complete the scheduled program of study shall not result in obligation of contract when such failure is due to death, to physical disability certified by a physician, or to other circumstances which the Board of Trustees deems unavoidable.

Fringe Benefits

While on sabbatical leave, a staff member shall have all the insurance benefits -- medical, hospitalization, life, etc. -- that the Board of Trustees provides for staff members on regular leave. He shall be eligible to continue in the retirement system and shall accrue credit for retirement from The School District of Greenville County.

Sick Leave

Upon return, a staff member shall be entitled to 100 days during the school year

[illegible] (continued)

[illegible] (continued)

to the year's study, no experience credit can be granted during the sabbatical leave.

Number of Leaves Granted

The number of such leaves which can be granted in any one year will depend upon the availability of funds. However, the District Budget will include a sufficient amount to grant sabbatical leave for a number up to ten (10) applicants. (This number will be increased as funds become available to finance such a program.)

Purpose

The purpose of this leave will be to pursue a program of study or activities designed to improve the professional performance of the staff member which, when implemented, will benefit the instructional effort in the school system.

Application

Applications shall be made in writing to the Superintendent no later than March 1. All applications must carry the signature of the principal or immediate supervisor, and the appropriate Associate or Assistant Superintendent of the staff member indicating that each is aware that the application is being sent to the Superintendent. Applications should include discussion of the following considerations: How will the activities outlined in the application improve the applicant's performance? What is the specific program of study being undertaken? What continuity exists between the proposed program and the applicant's previous professional and intellectual experience? How will the proposed program benefit the applicant's colleagues in his department and/or school and in the district at large? In what way will the applicant's proposed program for the sabbatical year enhance the quality of his school and/or the district? What factors are there in the applicant's achievements over the past years which demonstrate that he is a person who has grown professionally and is therefore deserving of the opportunities afforded for further growth through a sabbatical leave program?

Review Committee

Each year the Superintendent will appoint a committee of five members from the district staff to review all applications and make recommendations of priorities for his consideration before making his recommendation to the Board of Trustees.

Priorities

When two or more applications are considered by the Superintendent to be of equal merit, priorities will be given as follows: (1) not more than one from each school or program; (2) [illegible] in service with the school district of longest service; (3) members with longer total teaching experience over the last [illegible] (4) those applying for their first sabbatical leave.

[illegible]

[illegible], each leave, the staff member may find it necessary to alter

[illegible] (continued)

[illegible] (continued)

the original plan be submitted to the Superintendent. In such a case the staff member must be able to give the Superintendent a full explanation of the change(s) desired. An extension must be requested about or necessitated the change. After his change or plans has been approved by the Superintendent, the staff member may leave to implement the change.

Report

Within one month after returning to duty from sabbatical leave, the staff member is required to submit in writing to the Superintendent, a detailed report in which he gives evidence of compliance with the plan on the basis of which leave was granted.

Return to Service

Upon completion of the sabbatical leave, the staff member will return to the same position or one at least equal in responsibility to the one he occupied with The School District of Greenville County before the leave. In contractual considerations with the School District, this leave will be considered to be a year's (or a semester's) service.

[illegible]

First Sabbatical Leaves Awarded

In January 1978 the Board of Trustees approved a Sabbatical Leave Policy to encourage staff members to pursue courses of study designed to improve their professional performance. In April the Board approved a recommendation by the Superintendent to grant four Sabbaticals for the 1978-79 school year.

Receiving Sabbatical Leaves were Patricia Cooper, fourth grade teacher at Augusta Circle; Helene Evans, History teacher at Wade Hampton High; Joyce Phillips, Social studies teacher at Parker High; and Gladys Perrin, Office Occupations Coordinator at Greenville High.

In the reference to a projected study of reading during the next school term, Patricia said that "reading is the key to knowledge and I consider it the most important subject. If a child can't read he has difficulty in all other subjects." She plans to concentrate her studies at Appalachian State University.

Helene had this to say about her plans to study at Furman next year: "I am in contact with students of different racial and ethnic origin. As a history teacher, I must be realistic about their special needs and problems if I am to relate to them successfully. I want a program which will help me do this."

Joyce would like to study at Winthrop or Duke. A peculiar on which institution can meet her special interest in two fields, the Far East and motivation of students who are reading below level and those who are culturally deprived. His observation was shared by Joyce: "The Eastern part of the world is currently becoming one of the hot spots of international importance and I feel that an in-depth study of the East should be included in the school programs of Greenville County.

Gladys plans to concentrate her time during next year [illegible]

All four Sabbatical Leave recipients plan to return to [illegible]

ENVIRONMENTAL ENRICHMENT EMPHASIZED

Environmental Education in the School District continues to expand:

Observation	-	Earth Week
Preservation	-	Nature Trails
Conservation	-	Contests
Beautification	-	Awards

(See page 3)

Science consultant S. H. Thomason, right, and two consultants from the Greenville County Soil and Water Conservation Service are shown with a group of West Side fifth graders in a week long environmental study at Camp Burgis Glen.

Board Members Receive Certificates

The School Board Chairman, Mr. T. G. Chappell[illegible]

Certificates were presented by Dr. Hall, Superintendent, to the two members at the May meeting of the School Board.

CASE STUDY 7: ASSISTANT HIGH SCHOOL PRINCIPAL

Request: Implementing a Program for the Gifted

Requester: An assistant High School Principal

In November, 1972, a request was channeled to RIU from an assistant principal of a high school in the North Area of the State. This request concerned the implementation of an instructional program for the gifted student (including suggested activities, ideas, materials, etc.) in all subject areas, grades 9-12.

The purpose of this request was to enable the administration of this particular high school to survey the latest data on varied operating programs for the gifted and, as a result, to write a proposal for such a project to begin the following school year.

Descriptions of the following programs were compiled concerning implementing and operating a program for gifted or highly creative high school students: Project Gifted, a Title III E.S.E.A. Project, Cranston School Department, Cranston, Rhode Island; A Fine Arts Center for Talented Students, Wheeling, West Virginia; Gifted Opportunities Center in Hutchinson, Minnesota; Twin City Institute for Talented Youth in Minneapolis, Minnesota; Enrichment Program for Gifted Students, an E.S.E.A. Title III Project in Hampton, Virginia; Final Report for Report for California Project Talent, California State Department of Education.

After analyzing and discussing the RIU materials in addition to other sources, the high school administration wrote the following outline for a proposal for a program for gifted high school students:

The following is an outline of a program for the gifted and talented based upon recommendations of the faculty of the high school

1. Staff: the following items represent a consensus of opinion concerning the staff in a program for the gifted.

   1. It was generally agreed that the existing staff can be of great value to the program provided:
      (a) appropriate in-service training be provided those in working with the gifted.
      (b) adequate release-time for conscientious selection of students in the program.
      (c) the use of consulting specialists to assist teachers as well as students..

   2. A special person at the area level act as a coordinator of the program--to meet with students, teachers, parents, in order to work out the program best suited for the individual student.

2. Curriculum: the following items represent a consensus of opinion concerning the curriculum necessary for a program for the gifted:

   1. The basic approach to the curriculum would be the use of guided independent study.

   2. That after certain diagnostic testing, the curriculum most appropriately meeting the needs of an individual student be implemented for that student.

   3. That within this tailored curriculum, opportunities for some of the following be provided:
      (a) opportunity to demonstrate creativity.
      (b) extensive topical research in interest areas.
      (c) conducting research surveys, questionnaires, studies, etc. These could include the community as an area of study--as well as a recipient of the results.
      (d) production of their own audio presentations, i.e. video tape productions, etc., which could be used for instructional purposes to other students.
      (e) the use of self-paced programmed instructional material.
      (f) use the lab facility if appropriate.

   4. The following organizational arrangements be made on an individual basis rather than accommodating the convenience of the faculty:

      a. Private tutorial i.e. home, school.

III. Schedule: The following is a consensus of opinion concerning scheduling a program for the gifted:

1. The nature of the schedule must be flexible enough to meet the needs of the individual student. Should the student be gifted or talented in a single, specific area, it may perhaps be right to require attendance in some academic classes of a structured nature. However, should the student display exceptional ability in many areas, the schedule should be flexible enough so as to allow him to work independently of the regular schedule.

The following were recommendations made by individuals concerning the schedule:

1. attendance in all regular classes with independent work done outside of class.
2. Released-time, 2 to 3 hours block of time to be used for independent work during the school day---with attendance in required academic areas.
3. No classroom attendance---student under direct supervision of a supervisory teacher. Student would work independently and consult with teacher only upon need.

IV. Resources: The following items represent a consensus of opinion concerning resources in a program for the gifted:

1. Community--could serve as a training ground for students. Students could perform some service to community. Community members with special talents could assist in instruction, as consultants, etc. Business firms, industry, colleges, other institutions providing resource assistance.

2. Programmed texts, audio visual equipment as necessary, video tape equipment as necessary, adequate reference materials, extra textbooks, adequate Science materials, i.e. chemicals and equipment.

CASE STUDY 3. ELEMENTARY CLASSROOM TEACHER

Requester: 2nd grade teacher Elementary School

Request: Material helpful in setting up learning centers in second grade classrooms. This material should cover a wide ability range and include all subject areas.

This second grade teacher submitted her request out of a desire to stimulate the interest of each student in her second grade classroom. The varied attention spans, interest and ability levels of the children in her class had led her to search for a means to promote individualization of instruction. She especially was searching for a means to hold the interest of the hyperactive, restless child who "wanders" continually -- the child who does not conform to the routine of a rigidly scheduled school day. (This type of student, she commented, might be highly intelligent or gifted or he might be a slow learner. She made no stipulations concerning the I.Q. of such a student.

Through the use of her request package, she hoped to attain a variety of ideas to use in actually setting up learning stations in her classroom. She hoped to set these centers up in such a way as to capture the varied interests of her individual students at any given time of the day. She wanted to see the curiosity of inquisitive minds channeled in constructive ways. To accomplish these desired results, the requester was seeking a wide variety of types of learning materials for all students.

She made use of certain portions of the package to work toward her desired goal. Those portions of the package which she used were the following materials developed by the Curriculum Development Section, State Department of Education:

1. Learning Stations
   A. Guidelines
   B. Mechanics: How To Initiate A Station Approach in the Classroom.
   C. Simple Daily Schedule (Two Teacher Team)
   D. A Primary Schedule

This second grade teacher used the above section on mechanics to glean more specific ideas concerning setting up learning stations, assigning the student to stations, evaluating individual student progress in the centers, arranging the centers, and charting plans for each child concerning his use of the centers.

C. Writing Station
D. Math Station

E. Social Studies Station
F. Science Station
G. Exploring Station
H. Personal Attention Station
I. Checking Station
J. Current Event Station
K. South Carolina Box

The above section on Learning Stations the requester used to attain ideas concerning the varied uses different students could make of the same or varied learning stations. This section, she commented, also gave her ideas for setting up learning centers she had not thought of herself. For example: setting up a writing center, an exploring station, and a personal attention station.

3. Suggestions for Teachers Using Centers for the First Time.

4. Suggestions for Managing A Classroom With Learning Centers.

The second grade teacher used the following suggestions from the above two sections: the "manipulative materials" idea for evaluating student progress in the center; suggestions for materials encompassing a wide range of ability levels.

Each portion of the package contributed toward setting up learning stations in her classroom. However, the requester commented that it was difficult to continue this set up with just one teacher to assist all students in their individual learning activities at the stations. She felt that a team teaching situation or teaching aides to assist with the coordination of the stations would make it possible to continue such a learning system more efficiently. To orient the children to such extensive independent activities, ample supervision and assistance is needed from aides or other resource persons.

Although her overall goal was to set up learning centers in the classroom, there were some unplanned results from the use of her package. Through observing her students in their activities at the centers, this teacher discovered many individual interests of her students -- things they enjoyed to learn when given a choice. Identifying some of these individual interests was an assistance to her in planning the overall learning program for her students.

The requester observed that the class as a whole enjoyed this type of classroom learning environment more than the usual classroom organization. They enjoyed the independence, self-directed activities, discovery learning experiences, the freedom to select activities. For some students, the concept of independence in learning was difficult to grasp at first. However, gradually students came to clearer understanding of how to approach station activities, and they mastered

A significant finding, the teacher noted, was that children can be independent in their learning activities. Her students became both more independent and more eager to learn on their own -- to discover -- to channel curiosity. They became happier in general. Many restless students found interesting activities -- slower learners felt less pressures -- gifted students had more outlets for channeling creativity. Gifted students were provided with challenging materials and given opportunities to use their creativity in writing poems, art activities, stimulating reading activities. Self direction improved in most of her students. Slower students learned to go straight to their individual activities at the learning stations. Discipline, she said, became a slight problem because of lack of assistance in supervising student activities. Optimum functioning of this type of learning approach, she believes, would call for a team planning effort by several teachers, including teacher aides. The extreme contrast from the usual classroom approach, she noted, made the discipline problems appear larger than they actually were. The learning station approach creates a more noisy learning environment as a result of the multitude of activities going simultaneously.

After her use of this material, the requester recommended the package to all second grade teachers in her school. She recommended especially the list of eleven different stations and activities for these stations. As a result, another second grade teacher also set up learning stations in her classroom.